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ABSTRACT

This course outline is intended to assist the instructor in the development of a curriculum for a homemaker program by specifying one component of the curriculum--the objectives. These objectives, or competencies expected as outcomes for student performance on completion of the program, describe the capabilities an individual must demonstrate in order to meet the expectations for a homemaker working for both non-profit and proprietary agencies in British Columbia. Introductory material describes the role of the homemaker and the goal of homemaker training. The course outline is organized into seven major competency groups or tracks: prepare and serve nutritious meals; promote household safety and cleanliness; provide assistance in activities of daily living; communicate with clients, family, and others; work responsibly; handle emergency situations; and promote activity and positive mental health and help meet human needs. Each track is then organized into many different skills. The following information is provided for each skill: objective, criteria (basic standards or indicators of acceptable performance of the objective), and learning tasks (knowledge, skills, and attitudes that help the learner to meet the objective). A skill profile chart is appended. (YLB)

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HOMEMAKER

Course Outline

Province of British Columbia
MINISTRY OF EDUCATION
Post-Secondary Department
1984

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FOR FURTHER INFORMATION CONTACT:

Coordinator, Health Programs
Post-Secondary Department
Program Services Division
Ministry of Education
Parliament Buildings
Victoria, British Columbia
V8V 2M4
Telephone: (604) 387-4611

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PROVINCIAL HOMEMAKER TRAINING PROGRAM

Role of the Homemaker:

A trained Homemaker helps people maintain their maximum independence in their own homes through a combination of performing and demonstrating practical home management and personal assistance skills.

The Homemaker should appreciate the importance of this helping role and exhibit pride and dignity in working with clients and with other members of the community care team.

Goal of Homemaker Training

The goal of the Homemaker Program is to prepare a graduate who will be competent and confident in performing specified skills* and who will have a background knowledge at the level of an "informed consumer."

The background knowledge necessary to care for clients and families and perform the designated skills will include:

- individual and family growth and development patterns and expectations for all age groups
- basic needs
- human body structure and functions
- an introduction to the health and social service systems, to relevant government and voluntary agencies, and to workers/professionals
- an introduction to health problems commonly encountered by the Homemaker

Clients with whom the Homemaker graduate will be prepared to work on initial employment may include:

- clients ranging in age from infancy to advanced age;
- clients requiring minimal personal assistance; or, clients requiring more assistance with personal functions, only after individual instruction and direction from an appropriate professional involved with the individual receiving care.
- clients who have common health problems and disabilities and whose health status is slowly deteriorating, stable, or improving.

(CONT'D)

PROVINCIAL HOMEMAKER TRAINING PROGRAM

A graduate of this program, while having basic skills, will require experience, and possibly specialized training, to be competent in home situations where the client or family has complicated physical, social, psychological problems or other special needs.

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* The skills are specified on a Skill Profile Chart. They were discussed with Homemaker Agencies and Associations, community colleges, and representatives of the Ministries of Health, Education and Human Resources and revised in November 1982.

INTRODUCTION

Background

A Provincial Homemaker Upgrading Course was developed by the Provincial Homemaker Training Committee, a multi-disciplinary group meeting under the Ministry of Human Resources from 1975 - 1978. Responsibility for this program was transferred to the Long Term Care Program, Ministry of Health, in July, 1978. The upgrading course consisted of 5 - 6 weeks of training, including both classroom work and practicum in the homemaker agency.

Extensive curriculum revisions were undertaken in 1979 at the request of the Ministry of Health, Ministry of Human Resources and Provincial Homemaker Training Committee with the aim of transferring homemaker training courses to community colleges throughout the province. It was intended that one provincial curriculum would serve both pre-employment and upgrading students. A Skill Profile Chart and a Provincial Homemaker Training Program Guide (October 1980) were developed from input by homemaker agencies, former course instructors, and students, and validated by representatives of Employing Agencies and Educational Institutions in August, 1980.

Further revision to the Skill Profile Chart to better reflect Ministry of Human Resources concerns for emphasis on the family, children's needs and the young handicapped adult took place in August, 1982. Suggestions and comments from Homemaker Agencies throughout the province were incorporated into the final Skill Profile Chart.

In February, 1983, Cariboo College contracted with the Ministry of Education to compile the final Course Outline for Homemakers.

This document is based on the Skill Profile Chart (validated August 1982), "The Framework of Objectives", and the "Homemaker Competencies" draft developed by Subcommittees of the Long Term Care/Homemaker Articulation Committee. The Course Outline for Homemakers has been reviewed and endorsed by the Articulation Committee in May, 1983.

(It should be noted that core, or common, competencies are not distinguished in this document, but are included in both this and the Long Term Care Outline. For combined programs, these should be easy to correlate.)

Purpose

The purpose of this document is to outline the competencies expected as outcomes for student performance on completion of a Homemaker program. The competency or skill statements, in the form of objectives, describe the capabilities an individual must demonstrate in order to meet the expectations for a Homemaker working for both non-profit and proprietary agencies in the province.

This Course Outline is intended to assist the instructor in the development of a curriculum by specifying one component of the curriculum - the objectives. Each objective has specifications and these specifications are intended to provide the reader with clear definitions of what is included by stating:

- what is to be done
- under what conditions
- what standards of performance (criteria)
- suggested learning tasks to achieve these objectives

However, the objectives listed in this Course Outline are not listed in the order or sequence in which they are to be taught/learned. There are many suitable ways in which these objectives may be sequenced in planned learning. Individual instructors may have individual preferences and this will be expressed in the complete curriculum developed by an instructor.

Format of Course Outline

This Course Outline is organized into seven major competency groups, or tracks, and they are:

A. PREPARE AND SERVE NUTRITIOUS MEALS
B. PROMOTE HOUSEHOLD SAFETY AND CLEANLINESS
C. PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING
D. COMMUNICATE WITH CLIENT, FAMILY AND OTHERS
E. WORK RESPONSIBLY
F. HANDLE EMERGENCY SITUATIONS
G. PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS

and corresponds to one major division (arrow) of the Skill Profile Chart (Appendix).

Each track is then organized into many different skills, corresponding to each 'box' on the Skill Profile Chart.

The specifications for each skill form the basis for planning what is to be taught and for student evaluation.

Each skill on the skill profile chart has been expanded into an objective, criteria and learning tasks. The following information is provided under each of these headings:

Skill:	A task assigned to, or a critical behaviour expected of the learner. When the skill involves providing assistance to clients, the level of assistance may vary from minimal help to total care.
Objective:	A general statement of what the learner must be able to do at the end of the instruction. Particular conditions under which the learner may perform assigned tasks are specified. At all times, the learner will perform under supervision or direction of an appropriate individual.
Criteria:	The basic standards or indicators of acceptable performance of the objective. The basic standards of performance are specified in the agency policy and procedure manuals provided by agencies and training institutions. A list of performance indicators is provided for each objective in this Course Outline; these indicators refer to specific critical steps to be taken when performing a skill. The criteria are intended to be used as a basis for evaluating a student's peformance.
Learning Tasks	Knowledge, skills and attitudes which together help the learner to meet the objective. These statements are not meant to be comprehensive, but are some of the important prerequisite learning tasks which will assist the learner in meeting the objective.

COMMON CRITERIA TO ALL SKILLS

In specifying the skills of the Homemaker, certain criteria are considered common to every skill. Rather than including these each time, they are listed below as criteria which pertain to all skills and without which no skill may be said to have been successfully performed.

1. Identifies client accurately, for appropriate care.
2. Ensures client's understanding of skill to be performed.
3. Ensures client's consent before carrying out care.
4. Assembles appropriate equipment and checks equipment for safe and proper functioning.
5. Ensures safety of client at all times.
6. Positions client for comfort, safety, privacy and performance of skill.
7. Practises proper body mechanics.
8. Maintains good sanitary practices.
9. Cleans up and cares for equipment appropriately.
10. Is aware of need to report significant findings appropriately.
11. Encourages client participation, within limits of his/her ability.

COMPETENCY GROUP A

PREPARE AND SERVE NUTRITIOUS MEALS

SKILLS:

A.1 Contribute to a positive mealtime environment

A.2 Assist client with food selection

A.3 Prepare client for meals

A.4 Assist with meal service

A.5 Help client to eat

A.6 Encourage appropriate fluid intake and nutrition

A.7 Serve nourishments and prescribed food supplements

A.8 Assist in maintaining dietary or fluid restrictions

A.9 Observe and record/report food intake

A.10 Assist with meal clean-up

A.11 Demonstrate proper food handling and storage procedures

A.12 Assist the client to cook

A.13 Plan meals to meet basic food requirements, giving consideration to personal and cultural preferences

A.14 Organize shopping, cooking, serving and clean-up activities effectively

A.15 Purchase foods selectively (e.g., budget, nutrition)

A.16 Select and follow simple recipes

A.17 Prepare special diets from written instructions

A.18 Prepare infant formula from written instructions

A.19 Operate and care for common kitchen appliances

SKILL: A.1 CONTRIBUTE TO A POSITIVE MEALTIME ENVIRONMENT

OBJECTIVE: The learner will assist in maintaining a positive mealtime environment for the client.

CRITERIA:

1. Provides a clean and pleasant eating area.
2. Respects individual preferences for choice of eating location and diet.
3. Takes simple and direct measures to eliminate or control offensive odors and noises.
4. Presents meal attractively and at appropriate temperature.
5. Provides for the emotional and physical comfort of the client.

LEARNING TASKS:

1. Discuss environmental factors which affect appetite and nutrition, i.e. locale, atmosphere, odors, companionship, noise levels, etc.
2. Discuss psycho-social factors related to enjoyment and digestion of meals, e.g., emotional significance of meals and mealtime; food as a substitute for love, etc.
3. Identify common dietary variations e.g., ethnic, etc.
4. Discuss conditions which promote appetite, e.g., colour, texture and aroma of meal, exercise, pre-meal activities, comfort-positioning and hygiene.
5. Demonstrate means of creating positive mealtime environment, e.g., providing privacy or company as directed, eliminating distractions, eliminating odors and excessive noise, changing locale; serving attractive meals at correct temperature, etc.

SKILL: A.2 ASSIST CLIENT WITH FOOD SELECTION

OBJECTIVE: The learner will assist the client to choose appropriate foods according to client's preferences and nutritional requirements, within limitations of budget.

CRITERIA:

1. Obtains client's nutritional requirements and any dietary restrictions from correct source.
2. Identifies client's food preferences.
3. Determines limitations of budget.
4. Selects food according to requirements, restrictions, food preferences and budget of individual.

LEARNING TASKS:

1. Describe growth and development as it relates to nutritional needs.
2. Describe structure and function of digestive system.
3. State Canada's Food Guide.
4. Describe essential nutrients.
5. Describe a nutritious general diet.
6. Demonstrate methods of assisting client to select appropriate foods.
7. Recall methods of selecting a nutritious general diet with limited funds (see A.13).
8. Identify cultural/ethnic factors which may affect food selection.
9. Recall common dietary and fluid restrictions (see A.8).

SKILL: A.3 PREPARE CLIENT FOR MEALS

OBJECTIVE: The learner will use appropriate procedures to prepare clients for meals.

CRITERIA:

1. Provides assistance with hygiene, toiletting and dressing, as required.
2. Assists client, as required, to normal eating place.
3. Properly positions individual, protects clothing, as required.

LEARNING TASKS:

1. Demonstrate procedures necessary to prepare clients for meals, e.g., hygiene including dentures, toiletting, positioning, dressing.
2. Identify psychological effects of preparing for meals, e.g., comfort, appetite stimulation.

SKILL: A.4 ASSIST WITH MEAL SERVICE

OBJECTIVE: The learner will assist the client, within limitations of his/her abilities, in serving meals.

CRITERIA:

1. Provides appropriate utensils.
2. Serves meal at right temperature.
3. Encourages client participation in serving, positioning and setting up of meal within limits of his/her ability.
4. Facilitates personal preferences of client.

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques (see A.11).
2. Demonstrate procedures of meal service, e.g., right temperature, appropriate utensils.
3. Demonstrate procedure for serving meals to the client in bed.
4. Identify psychological factors related to meal service, e.g., comfort, appetite stimulation, noise, odours, etc.
5. Describe types of meal service, e.g., family style, buffet.
6. Demonstrate proper handling and storage procedures for leftovers (see A.11).
7. Recall means of encouraging client participation in A.D.L. (see C.10).

SKILL: A.5 HELP CLIENT TO EAT

OBJECTIVE: The learner will assist the client to eat necessary amounts of food.

CRITERIA:

1. Checks meal for suitability.
2. Prepares food and utensils as necessary.
3. Provides adaptive devices as necessary.
4. Encourages client to consume necessary amounts of food.
5. Feeds client as necessary:
    - small amounts
    - order of preference
    - relaxed manner
    - temperature appropriate
6. Provides for personal hygiene after meal.
7. Bottle feeds infant:
    - prepares appropriate bottle
    - holds baby appropriately
    - feeds baby, burping as necessary

LEARNING TASKS:

1. Discuss growth and development as it relates to nutritional needs and feeding ability.
2. Identify factors which may interfere with eating ability, i.e., paralysis, visual loss, contractures, pain, gum disease, ill-fitting dentures, etc.
3. Identify factors which may enhance feeding ability, i.e., positioning, special utensils, assistance, emotional support.

A.5 CONT'D

SKILL: A.5 HELP CLIENT TO EAT (CONT'D)

4. Discuss adaptive devices, e.g., special spoons, non-skid plate, etc.
5. Demonstrate feeding procedures for various disabilities and age groups.
6. Demonstrate procedure for bottle feeding infants.
7. Demonstrate principles of personal hygiene.
8. Discuss psycho-social factors related to meal consumption.
9. Define the terms - hunger, anorexia.

SKILL: A.6 ENCOURAGE APPROPRIATE FLUID INTAKE AND NUTRITION

OBJECTIVE: The learner will encourage appropriate fluid intake and nutrition in those clients requiring assistance.

CRITERIA:

1. Identifies correctly client requiring assistance in fluid and nutritional intake.
2. Determines types of food and fluids client enjoys.
3. Encourages client understanding of sound nutrition and fluid intake.
4. Supports client attempts at sound nutrition and fluid intake.
5. Provides food and fluids at regular intervals.
6. Offers a variety of food with different textures according to client's preferences, nutritional requirements and budget limitations.

LEARNING TASKS:

1. Discuss daily nutritional/fluid needs according to Canada's Food Guide.
2. Describe growth and development as it relates to nutrition and fluid intake.
3. Demonstrate means of encouraging food and/or fluid intake, i.e. variety, textures, freshness, etc.
4. Describe body structure and function as it relates to nutrition and fluid intake.
5. Demonstrate tactful means of persuading client to maintain adequate food and fluid intake.
6. Define
   - dehydration
   - malnutrition
   - protein
   - fat
   - mineral
   - carbohydrate
   - vitamin
   - nutrient
7. Discuss signs and care implications of dehydration.

SKILL: A.7 SERVE NOURISHMENTS AND PRESCRIBED FOOD SUPPLEMENTS

OBJECTIVE: The learner will serve nourishments and prescribed food supplements to clients.

CRITERIA:

1. Correctly identifies appropriate nourishment or supplement for client.
2. Mixes, handles and stores food supplements appropriately.
3. Serves appropriate nourishments and food supplements at prescribed times.

LEARNING TASKS:

1. Identify purpose of nourishments and food supplements, e.g., increased caloric and fluid intake.
2. Describe diabetes, gastric disorders, under- nourishment.
3. Recall common dietary and fluid restrictions (see A.8).
4. Demonstrate proper food handling and storage procedures (see A.11).
5. Demonstrate proper serving procedures.
6. Demonstrate safe handling techniques for nourishments and food supplements.

SKILL: A.8 ASSIST IN MAINTAINING DIETARY OR FLUID RESTRICTIONS

OBJECTIVE: The learner will assist in maintaining the dietary or fluid restrictions of the client.

CRITERIA:

1. Correctly identifies client requiring dietary or fluid restrictions.
2. Informs individual and necessary others about restrictions.
3. Observes meals and snacks for correctness.
4. Offers appropriate alternatives to food selection.
5. Supports client's attempts to maintain fluid or dietary restrictions.

LEARNING TASKS:

1. Describe body structure and function as it relates to dietary and fluid restrictions.
2. Describe common dietary and fluid restrictions, i.e., sodium, calorie, fat, irritants, fluid quantity, etc.
3. Define: low-salt diet
    - salt-free diet
    - bland diet
    - diabetic diet
    - low-fat diet
    - full-fluid diet
    - clear-fluid diet
    - low-calorie diet
4. Describe signs and care implications of diabetes, obesity, congestive heart failure, gastroenteritis, etc.
5. Demonstrate means of assisting client to observe dietary restrictions, i.e., use of alternatives, psychological support.

SKILL: A.9 OBSERVE AND RECORD/REPORT FOOD INTAKE

OBJECTIVE: The learner will record/ report food intake of the client, when appropriate.

CRITERIA:

1. Reports changes in appetite or client's ability to feed self.
2. Promptly reports and records significant observations of type and amount of food eaten.

LEARNING TASKS:

1. Describe growth and development as it relates to appetite, caloric requirements, food intake.
2. Describe nutrition as it relates to daily food needs.
3. Identify common eating habits and patterns.
4. Describe factors which affect appetite and food intake, e.g., exercise, individual habits, illness, emotions, environment, aesthetics of food, personal preference.
5. Identify factors which may affect accurate observation of food intake, e.g., hiding of food, extra food offered by others.
6. Discuss signs and care implications of anorexia, malnutrition.
7. Demonstrate and recall procedure for recording or reporting significant information (see E.19).

SKILL: A.10 ASSIST WITH MEAL CLEAN-UP

OBJECTIVE: The learner will assist the client within limitations of his/her ability to clean the kitchen and eating area, and tidy after meals.

CRITERIA:

1. Establishes need for meal clean-up.
2. Follows procedures for meal clean-up
   - removes trays and wipes tables
   - washes dishes as directed and cleans appliances
   - stores left over food
2. Encourages client participation.

LEARNING TASKS:

1. Demonstrate usual clean-up procedures.
2. Demonstrate sanitary practices as related to clean-up activities, e.g., dishwashing, disposal or storage of left-over food.
3. Identify cleaning products used on different types of cooking utensils.
4. Recall means of encouraging client participation in A.D.L. (see C.10).
5. Recall means of disposing of garbage and refuse (see B.9).

SKILL: A.11 DEMONSTRATE PROPER FOOD HANDLING AND STORAGE PROCEDURES

OBJECTIVE: The learner will consistently handle and store food safely.

CRITERIA:

1. Verifies safety of foods:

   - checks canned goods
   - checks for unusual appearance or smell
   - checks duration of refrigeration

2. Uses appropriate storage methods:

   - refrigeration
   - cupboard
   - freezer

3. Disposes of kitchen waste.

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques, e.g., handwashing, cleaning utensils and work areas, etc.
2. Demonstrate safe food handling techniques.
3. Describe bacteria as it relates to food handling and storage.
4. Describe storage methods and food appropriate to each method, e.g., refrigeration of meats, opened cans, etc.
5. Describe safe storage time and temperatures for common foods.
6. Describe means of identifying unsafe food stuffs, e.g., damaged cans, unusual appearance or smell, unknown storage time.
7. Define - botulism.
8. Describe factors which would contribute to food poisoning.

SKILL: A.12 ASSIST THE CLIENT TO COOK

OBJECTIVE: The learner will assist the client to cook, as directed.

CRITERIA:

1. Performs kitchen activities as required:

   - prepares food
   - cooks meals
   - washes dishes

2. Encourages client participation.

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques, e.g., handwashing, cleaning utensils and work areas, etc.
2. Describe procedures for meal preparation.
3. Describe cooking methods which may alter nutritional value or client acceptability, e.g. frying, broiling, baking.
4. Describe means of recognizing unsafe food stuffs, e.g., damaged cans, unusual appearance or smell.
5. Recall means of correctly following instructions and directions (see E.10).
6. Demonstrate tactful ways of assisting the cook while encouraging self-help.

SKILL: A.13 PLAN MEALS TO MEET BASIC FOOD REQUIREMENTS, GIVING CONSIDERATION TO PERSONAL AND CULTURAL PREFERENCES

OBJECTIVE: The learner will assist the client, as necessary, to plan meals which meet basic food requirements and personal and cultural preferences of the client.

CRITERIA:

1. Determines client's food preferences.
2. Determines cooking mode preferences.
3. Selects food combinations and cooking methods which are nutritious and acceptable to the client.

LEARNING TASKS:

1. State Canada's Food Guide.
2. Describe essential nutrients and their functions in the body.
3. Describe factors affecting nutritional needs, e.g., age, sex, climate, activity, state of health, etc.
4. Identify ethnic food preferences of major ethnic groups in the community.
5. Classify ethnic and religious foods according to Canada's Food Guide.
6. Identify methods for meeting nutritional needs of individuals at various stages of growth and development including the pregnant adult.
7. Describe food combinations which are nutritious, attractive, palatable and inexpensive.
8. Discuss cooking methods which may alter nutritional value or client acceptability, e.g., frying, broiling, baking, etc.

A.13 CONT'D

SKILL: A.13 PLAN MEALS TO MEET BASIC FOOD REQUIREMENTS, GIVING CONSIDERATION TO PERSONAL AND CULTURAL PREFERENCES (CONT'D)

9. Demonstrate means of planning nutritious meals with client.
10. Discuss tactful means of eliciting client preferences.
11. Discuss means of planning nutritious meals within limits of ethnic and economic considerations and personal preferences and tolerances.

SKILL: A.14 ORGANIZE SHOPPING, COOKING, SERVING AND CLEAN-UP ACTIVITIES EFFECTIVELY

OBJECTIVE: The learner will assist the client to cook, serve and clean up after meals, within limitations of client's abilities.

CRITERIA:

1. Establishes need for shopping, cooking, serving and cleaning up after meals.
2. Organizes shopping:
   - checks for items needed
   - consults with client regarding needs
   - makes list
   - does shopping (obtains receipt)
   - stores purchases appropriately
3. Organizes cooking:
   - consults with client re:menu
   - makes time management plan for menu
   - prepares meal
4. Organizes meal service:
   - selects mode, i.e., buffet, family style
   - assembles necessary dishes
   - serves the meal
5. Organizes clean-up activities:
   - stores left-over food appropriately
   - disposes of refuse
   - washes, dries and puts away dishes
   - cleans table, sink, counter, floor
6. Encourages client participation.

A.14 CONT'D

SKILL: A.14 ORGANIZE SHOPPING, COOKING, SERVING AND CLEAN-UP ACTIVITIES EFFECTIVELY (CONT'D)

LEARNING TASKS:

1. Recall problem-solving process as it relates to organization (see E.15).
2. Discuss and demonstrate means of organizing shopping, cooking, serving and clean-up activities.
3. Discuss means of including client in organizing shopping, cooking and cleaning up after meals.
4. Discuss possible effects of not including client in organizing care activities.
5. Discuss local agency policies regarding assisting with meal time activities.

SKILL: A.15 PURCHASE FOODS SELECTIVELY (e.g., BUDGET, NUTRITION)

OBJECTIVE: While respecting personal preferences of the client, the learner will assist the client, as necessary, to purchase nutritious food within limitations of budget.

CRITERIA:

1. Determines limitations of budget.
2. Compares cost of different forms of milk, vegetables, meat and cereal.
3. Respects personal preferences of client.
4. Purchases nutritious food within budget limitations.
5. Checks for specials.
6. Uses a shopping list.

LEARNING TASKS:

1. Discuss tactful means of determining food budget.
2. State Canada's Food Guide.
3. State differences of various grades of canned vegetables, meat and eggs available.
4. Demonstrate means of economizing when purchasing foods, e.g., check for newspaper ads for specials, purchase larger quantities or bulk, substitute home-made for convenience food, avoid "junk" food, avoid impulse buying, use food coupons, use a list.
5. State advantages and disadvantages of common convenience foods versus homemade counterparts.
6. State advantages and disadvantages of bulk food buying.

A.15 CONT'D

SKILL: A.15 PURCHASE FOODS SELECTIVELY (e.g., BUDGET, NUTRITION) (CONT'D)

7. Discuss possible effects of not respecting personal preferences of client.

8. Demonstrate tactful ways of encouraging client to purchase nutritious, economical foods (see D.8).

SKILL: A.16 SELECT AND FOLLOW SIMPLE RECIPES

PERFORMANCE: The learner will assist the client, within limitations of his/her abilities to select and follow simple recipes which meet basic food requirements and personal preferences.

CRITERIA:

1. Determines personal preferences of client.
2. Selects recipes which are simple to follow and prepare.
3. Prepares nutritious and attractive food:

   - economically
   - efficiently
   - safely and sanitarily

LEARNING TASKS:

1. Discuss recipes which are simple to follow and prepare.
2. Identify sources of simple recipes, e.g., cookbooks, newspapers, nutritionist.
3. Identify recipes which can be prepared where limited cooking facilities are available.
4. Discuss means of involving client in recipe selection.
5. State cooking ingredients commonly found in the home.
6. Discuss situations where some forms of food may be substituted for others during food preparation.
7. Discuss preparation of food with consideration for waste control, sensory appeal, nutritional value, preparation time, safety and sanitation standards and serving time.

A.16 CONT'D

SKILL: A.16 SELECT AND FOLLOW SIMPLE RECIPES (CONT'D)

8. Demonstrate sanitary food handling techniques, e.g., handwashing, cleaning utensils and work area (see A.11).
9. Demonstrate procedure for following a recipe (see E.10).
10. Discuss local agency policies as related to preparing meals for clients.

SKILL: A.17 PREPARE SPECIAL DIETS FROM WRITTEN INSTRUCTIONS

OBJECTIVE: When directed by supervisor, the learner will assist the client, within limitations of his/her abilities in preparing special diets from written instructions.

CRITERIA:

1. Uses diet sheets, exchanges lists and lists of food allowed correctly.
2. Uses appropriate preparation method.
3. Obtains assistance as necessary.

LEARNING TASKS:

1. Identify common prescribed diets, e.g., diabetic, low-sodium, modified-fat, hypoallergenic, controlled calories.
2. Describe diabetes and purpose for diabetic diet.
3. Describe low-salt diet and alternate seasonings available.
4. Recall procedure for following instructions and directions (see E.10).
5. Discuss written instructions as related to special diets, e.g., diet sheet, exchange list, lists of food allowed and not allowed, etc.
6. Identify common preparation methods required for texture-modified diet, e.g., minced, pureed, liquid.
7. Demonstrate sanitary food handling techniques (see A.11).
8. Discuss ethical/legal considerations of ensuring that all meals and snacks prepared by a homemaker meet dietary restrictions.

A.17 CONT'D

SKILL: A.17 PREPARE SPECIAL DIETS FROM WRITTEN INSTRUCTIONS (CONT'D)

9. Discuss need for notifying supervisor when client has difficulty following prescribed diet.
10. Discuss sources of recipes for special diets, e.g., Homemaker office, nutritionist, cook books, newspaper.

SKILL: A.18 PREPARE INFANT FORMULA FROM WRITTEN INSTRUCTIONS

OBJECTIVE: The learner will correctly and safely prepare and store infant formula from written instructions.

CRITERIA:

1. Mixes formula according to directions.
2. Stores formula appropriately.

LEARNING TASKS:

1. Discuss sanitary practices as they relate to infant formula.
2. Demonstrate procedure for preparing equipment and supplies.
3. Demonstrate procedure for preparing infant formula from written instructions.
4. Demonstrate safe handling and storage of infant formula.
5. Recall procedure for following instructions and directions (see E.10).
6. Discuss growth and development as it relates to infant nutritional needs.

SKILL: A.19 OPERATE AND CARE FOR COMMON KITCHEN APPLIANCES

OBJECTIVE: The learner will operate and care for common kitchen appliances.

CRITERIA:

1. Selects appropriate appliance for task.
2. Uses appliance according to instructions provided with appliance.
3. Uses appropriate cleaning supplies for kitchen appliances.
4. Stores small appliances conveniently.
5. Attends to any malfunctioning.

LEARNING TASKS:

1. Describe common kitchen appliances, e.g., refrigerator, range, toaster, kettle, etc.
2. Describe factors which may interfere with safe appliance use, e.g., frayed electrical cords, lack of operating instructions.
3. Demonstrate procedures for use of common kitchen appliances.
4. Demonstrate procedures for cleaning common kitchen appliances.
5. Demonstrate storage procedures for small appliances, e.g., toaster, kettle.
6. Demonstrate sanitary practices when cleaning appliances.
7. Describe common cleaning supplies and their action as it relates to caring for common kitchen appliances.
8. Recall means of attending to malfunctioning appliances, e.g., serviceman, incident report, etc. (see B.6).

COMPETENCY GROUP B

PROMOTE HOUSEHOLD SAFETY AND CLEANLINESS

SKILLS:

B.1 Follow sanitary practices

B.2 Organize cleaning and maintenance activities efficiently

B.3 Promote ventilation, light, humidity and warmth

B.4 Make and straighten beds

B.5 Launder and care for clothes and household linen

B.6 Use common cleaning appliances and supplies

B.7 Conserve supplies

B.8 Use and store cleaning agents, inflammables, poisons and pesticides, etc., safely

B.9 Dispose of garbage and refuse

B.10 Take appropriate precautions to prevent fire and accidents

B.11 Identify and report hazards to health and safety, including faulty equipment

B.12 Assist to maintain a safe environment for the physically disabled and the confused and disoriented persons

B.13 Plan housekeeping routine with client

B.14 Arrange own work environment

B.15 Assist client to tidy and dust as appropriate

B.16 Arrange furnishings for client's convenience and safety

B.17 Clean floors

CONT'D

COMPETENCY GROUP B

PROMOTE HOUSEHOLD SAFETY AND CLEANLINESS

SKILLS: (CONT'D)

B.18	Clean bathroom and kitchen
B.19	Clean windows, cupboards and major appliances
B.20	Care for furnishings

SKILL: B.1 FOLLOW SANITARY PRACTICES

OBJECTIVE: While carrying out duties, the learner will consistently follow sanitary practices.

CRITERIA:

1. Uses proper handwashing technique.
2. Uses proper work sequencing, e.g., works from clean to dirty areas, top to bottom, far to near.
3. Avoids close contact with contaminated articles.
4. Uses antiseptic, disinfecting solution or cleaning agents, as necessary.

LEARNING TASKS:

1. Define sanitary practices and principles.
2. Define sources and transmission modes of micro-organisms.
3. Define
    - pathogenic
    - bacteria
    - virus
    - direct contact
    - indirect contact
    - airborne
4. Identify common requirements for micro-organisms to grow, e.g., food, darkness, moisture, oxygen, warmth.
5. State means of preventing infection.
6. Discuss factors contributing to level of resistance to disease, i.e., natural immunity, acquired immunity, state of health, stress, age, etc.
7. Demonstrate sanitary practices.
8. Demonstrate procedure for proper handwashing.
9. Identify high-risk client situations, e.g., indwelling urinary catheters, burns, incontinence.

B.1 CONT'D

SKILL: B.1 FOLLOW SANITARY PRACTICES (CONT'D)

10. Discuss factors which may interfere with medical asepsis, e.g., poor technique, client ignorance, overcrowding, etc.

11. Recall means of preventing health hazards (see E.4).

SKILL: B.2 ORGANIZE CLEANING AND MAINTENANCE ACTIVITIES EFFICIENTLY

OBJECTIVE: The learner will assist the client, within limits of his/her ability to organize the cleaning and maintenance activities in the client's home.

CRITERIA:

1. Determines home cleaning and maintenance needs.
2. Organizes cleaning and maintenance according to client's needs, preferences and agency policy.

LEARNING TASKS:

1. Discuss need for home cleaning and maintenance plan.
2. Describe factors which may alter organization, i.e., change in client's condition, accidents or spills, visitors, etc.
3. Demonstrate use of the problem-solving process when organizing cleaning and maintenance activities (see E.15).
4. Demonstrate means of encouraging client participation in organizing cleaning and maintenance activities (see D.10).
5. Discuss common home cleaning procedures.
6. Discuss various agency policies regarding cleaning and maintenance activities.

SKILL: B.3 **PROMOTE VENTILATION, LIGHT, HUMIDITY AND WARMTH**

OBJECTIVE: Given a home environment, the learner will ensure that the environment meets the required level of ventilation, light, humidity and warmth within the limits of his/her control.

CRITERIA:

1. Recognizes indications of inadequate ventilation, light, humidity and warmth.
2. Uses simple and direct methods to improve ventilation, light, humidity and warmth.
3. Reports problems beyond learner's direct control.

LEARNING TASKS:

1. Discuss appropriate levels of ventilation, light, humidity and warmth.
2. Demonstrate methods of altering ventilation, light, humidity and warmth, e.g., opening windows, adjusting lights, drapes, room humidifiers, etc.
3. Describe factors which affect the client's response to ventilation, light, humidity, warmth, i.e. fever, illness, age, habit, emotional state.
4. Discuss means of attending to problems, e.g., inform apartment manager, supervisor, serviceman, etc.
5. Recall procedure for reporting maintenance problems (see B.6).

SKILL: B.4 **MAKE AND STRAIGHTEN BEDS**

OBJECTIVE: The learner will make occupied and unoccupied beds.

CRITERIA:

1. Assesses linen needs accurately.
2. Applies bottom linen snugly and wrinkle free.
3. Applies top linen as required for intended use, comfort and aesthetics.
4. Handles and sorts dirty and clean linen appropriately.
5. Encourages client participation in performing A.D.L.
6. Accommodates personal preferences of client.

LEARNING TASKS:

1. Demonstrate bed making procedure, e.g., occupied and unoccupied bed.
2. Define linen needs.
3. Describe types of beds and mattresses found in homes, i.e., water, alternating pressure, egg carton, crib, double bed, hospital, etc.
4. Demonstrate principles of asepsis related to bedmaking, e.g., handling and disposing of sorted linen.
5. Describe factors which may interfere with ability to change linen, e.g., inadequate laundry facilities, inadequate linen supply, etc.
6. Demonstrate principles of body mechanics related to bedmaking.
7. Discuss effects of bedmaking as it relates to client's needs for comfort, aesthetics, etc.

B.4 CONT'D

SKILL: B.4 MAKE AND STRAIGHTEN BEDS (CONT'D)

8. Discuss situations requiring the need for occupied bedmaking.

9. Demonstrate means of promoting client involvement in making of own bed (see D.10).

SKILL: B.5 LAUNDER AND CARE FOR CLOTHES AND HOUSEHOLD LINEN

OBJECTIVE: The learner will assist the client in selecting and carrying out appropriate techniques for care of clothing, e.g., washing, ironing, mending, within the limits of his/her ability.

CRITERIA:

1. Identifies requirements for clothing and household linen care.
2. Sorts clothing for washing or dry cleaning.
3. Rinses and pre-soaks heavily soiled items, e.g., diapers.
4. Mends clothes as necessary.
5. Stores clothing appropriately.
6. Selects and uses ironing techniques appropriately.
7. Encourages client participation within limits of his/her ability.

LEARNING TASKS:

1. State sanitary practices as it relates to clothing care.
2. Demonstrate laundry procedures, e.g., sorting of clothing for wash or dry clean, labelling, repairing as necessary.
3. Define common laundry symbols and colours, e.g. red, yellow, green.
4. Discuss clothing care alternatives and uses, e.g., dry cleaning, handwashing, various washing machine cycles, etc.
5. Identify common stain removal techniques, e.g., cold water soak, enzyme products, borax, bleach, etc.

B.5 CONT'D

SKILL: B.5 LAUNDER AND CARE FOR CLOTHES AND HOUSEHOLD LINEN (CONT'D)

6. Discuss the selection and use of common laundry appliances, e.g., washers, dryers and clothing racks, and ironing techniques.
7. Demonstrate handling and storage techniques for clothing and household linen.
8. Demonstrate tactful means of assisting client with personal laundry and of encouraging client's participation (see D.10).

SKILL: B.6 USE COMMON CLEANING APPLIANCES AND SUPPLIES

OBJECTIVE: The learner will select and use common cleaning appliances and supplies which are appropriate for the task undertaken.

CRITERIA:

1. Selects appropriate cleaning appliances and supplies for task.
2. Uses appliances and supplies according to given instructions.
3. Stores appliances and supplies appropriately.
4. Protects self, others and environment against contamination or injury.
5. Attends to malfunctioning appliances and/or supply problems promptly.

LEARNING TASKS:

1. Describe common household cleaning supplies and uses.
2. Describe common cleaning appliances and uses, e.g., mop, broom, vacuum.
3. Identify basic types of soil and soil removal methods.
4. Identify factors which may interfere with safe use of cleaning supplies, e.g., ignorance of supply action, incorrect mixing, lack of directions.
5. Discuss means of protecting self, others, and environment against contamination and injury, i.e. rubber gloves, well-ventilated room.
6. Demonstrate safe storage of common cleaning appliances and supplies.

B.6 CONT'D

SKILL: B.6 (CONT'D) USE COMMON CLEANING APPLIANCES AND SUPPLIES

7. Demonstrate procedures for use of common cleaning supplies and appliances.
8. Discuss means of attending to malfunctioning appliances and supply problems, e.g., serviceman, purchasing additional supplies, notifying supervisor, etc.

SKILL: B.7 CONSERVE SUPPLIES

OBJECTIVE: In all course-related and work areas, the learner will use supplies appropriately and without waste.

CRITERIA:

1. Uses supplies for intended purposes only.
2. Uses appropriate quantity of supplies for tasks.
3. Handles and stores supplies appropriately.

LEARNING TASKS:

1. Identify necessary supplies for common tasks.
2. Demonstrate appropriate use of supplies for common tasks.
3. Describe several supplies suitable for usual tasks.
4. Compare costs of similar common supplies.

SKILL: B.8 USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc., SAFELY

OBJECTIVE: The learner will safely use and store cleaning agents inflammables, poisons and pesticides.

CRITERIA:

1. Correctly identifies common hazardous products, i.e., poisons, corrosives, pesticides, etc.
2. Selects appropriate product for the task.
3. Consistently follows safety precautions in use of supplies, including inflammables, poisons and pesticides:

   - uses rubber gloves
   - ventilates room

4. Consistently follows safety precautions in storage of supplies including inflammables, poisons and pecticides:

   - locks cupboards
   - uses tight containers
   - labels containers

5. Attends to hazards promptly.
6. Follows correct procedure for accidental poisoning.

LEARNING TASKS:

1. Identify symbols indicating hazardous products.
2. State common cleaning agents, inflammables, poisons and pesticides found in a home.
3. Identify factors which may interfere with safe use of supplies, i.e., ignorance of supply action, incorrect mixing, lack of directions.
4. Demonstrate means of protecting self, others and environment against contamination, i.e., rubber gloves, well-ventilated room.

B.8 CONT'D

SKILL: B.8 USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc., SAFELY (CONT'D)

5. Demonstrate appropriate storage of hazardous products, i.e., locked cupboards, tight containers.
6. State means of attending to hazards associated with cleaning agents, inflammables, poisons and pesticides, e.g., pull plug, open window, report malfunction.
7. Discuss common pests and measures for controlling, e.g., cleanliness, window screens.
8. Demonstrate action to take in case of poisoning.
9. Discuss community agencies responsible for enforcing health and safety hazards.

SKILL: B.9 DISPOSE OF GARBAGE AND REFUSE

OBJECTIVE: In all work-related areas, the learner will dispose of garbage and refuse following sanitary procedures and proper garbage disposal method.

CRITERIA:

1. Disposes of garbage and refuse appropriately:

   - uses plastic bag for wet supplies
   - sorts glass and hazardous products
   - bundles newspaper
   - covers containers with food waste

2. Handles and cleans containers appropriately.

LEARNING TASKS:

1. Demonstrate sanitary procedures as related to garbage disposal (see B.1).
2. Demonstrate usual methods for disposal, e.g., sorting glass and razor blades, plastic bags for wet supplies, covered containers for food wastes.
3. Demonstrate care for refuse containers and disposal equipment.
4. Discuss possible effects of not disposing of garbage appropriately, e.g., odour, injury to client or others, displeasing environment, etc.

SKILL: B.10 TAKE APPROPRIATE PRECAUTIONS TO PREVENT FIRE AND ACCIDENTS

OBJECTIVE: In both the client's home and the college facilities, the learner will follow procedures to prevent fire and accidents.

CRITERIA:

1. Recognizes possible causes of fire and accidents.
2. Informs client of means to reduce risk of fire and accident.
3. Takes action to remove possible causes of fire and accidents.

LEARNING TASKS:

1. Define principles of fire and accident prevention.
2. Describe necessary ingredients for fire, e.g., fuel, heat, oxygen.
3. Discuss common causes of fire and accidents, e.g., smoking, overloaded electrical circuits, unsafe stairs, wet floors, carelessness, poisoning, etc.
4. Demonstrate means of eliminating common causes of fire and accidents, e.g., supervision, education, removal of possible causes.
5. Discuss teaching of client and his family necessary to reduce risk of fire and accidents.
6. Describe tactful ways of encouraging client to eliminate fire hazards, e.g., discard newspapers, tidy storage areas, etc.
7. Discuss need for a home fire escape plan.
8. Discuss safety precautions required when a fire is discovered in a home.
9. Discuss need for a smoke alarm.

SKILL: B.11 IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT

OBJECTIVE: The learner will consistently recognize and promptly report unsafe conditions in the client's home.

CRITERIA:

1. Identifies situations hazardous to health and safety, e.g., poor storage practices, dark stairwells, etc.
2. Identifies correctly common hazardous products, i.e., poisons, corrosives, flammable materials, etc.
3. Recognizes common pests, e.g., insects, rodents, etc.
4. Identifies faulty equipment, i.e., frayed electrical cord, unusual odours, etc.
5. Reports findings promptly.

LEARNING TASKS:

1. Describe hazards to health and safety, e.g., structural, furnishings, materials, pests, etc.
2. Recall means of dealing with hazardous products, e.g., correct storage, labelling, etc. (see B.8).
3. Recall symbols indicating hazardous products (see B.8).
4. Identify common pests, e.g., fleas, ants, bedbugs, moths, cockroaches, flies, ticks, rats, mice, etc.
5. Discuss means of dealing with pests, e.g., cleanliness, window screens, insecticides, vacuuming, mouse traps.
6. Discuss means of identifying faulty equipment - sparks, frayed cords, unusual odours, etc.

B.11 CONT'D

SKILL: B.11 IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT (CONT'D)

7. Identify community agencies responsible for enforcing health and safety hazards.
8. Recall procedure for reporting hazards (see E.19).
9. Discuss possible effects of not reporting health and safety hazards.

SKILL: B.12 **ASSIST TO MAINTAIN A SAFE ENVIRONMENT FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS**

OBJECTIVE: The learner will assist in maintaining a safe environment for the physically disabled, the confused and/or the disoriented person.

CRITERIA:

1. Identifies safety needs of the physically and mentally disabled.
2. Identifies potentially unsafe situations.
3. Takes action promptly to meet safety needs:
   - provides supervision as required
   - uses restraints, lap-belts, etc., as directed
   - stores hazardous equipment, and supplies appropriately.
4. Encourages use of safety devices, as directed.

LEARNING TASKS:

1. Discuss growth and development as it relates to environmental safety.
2. Identify effects of common handicaps, e.g., vision, hearing, mobility, sensory and intellectual impairment on ability to meet need for safety.
3. Describe common disabilities where clients are at risk.
4. Describe potential environmental hazards for the disabled, confused and disoriented client.
5. Discuss effects of confusion and disorientation on the client.

B.12 CONT'D

SKILL: B.12 ASSIST TO MAINTAIN A SAFE ENVIRONMENT FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS (CONT'D)

6. Demonstrate means of protecting client with special needs from environmental hazards, e.g., supervision, restraints, safe storage of hazardous equipment/supplies, lap-belts.
7. Discuss safety devices which increase environmental safety, e.g., handrails, rubber mats in bathroom, etc.
8. Identify areas where added caution is required due to special needs, e.g., hot water bottles.

SKILL: B.13 PLAN HOUSEKEEPING ROUTINE WITH CLIENT

OBJECTIVE: The learner will assist the client, within the limitations of his/her ability, in developing a home cleaning plan.

CRITERIA:

1. Recognizes areas that require routine cleaning.
2. Sets priorities according to needs and client preference.
3. Organizes cleaning tasks with economy of time, energy and materials.
4. Develops a daily, weekly and monthly home cleaning plan.

LEARNING TASKS:

1. Discuss home cleaning needs for each room of the house on a daily, weekly, monthly or seasonal basis.
2. Demonstrate the problem-solving process when developing a home cleaning plan (see E.15).
3. Recall cleaning equipment and supplies required for common home cleaning tasks (see B.6).
4. Discuss need to economize on time, energy and material.
5. Recall procedures for common household cleaning tasks, e.g., cleaning floors, furnishings, bathrooms, kitchens, windows, etc. (see B.17, B.18 and B.19).
6. Recall procedure for disposal of household garbage and refuse (see B.9).
7. Discuss common client values and priorities for care of the house.

B.13 CONT'D

SKILL: B.13 PLAN HOUSEKEEPING ROUTINE WITH CLIENT (CONT'D)

8. Discuss client need for independence and feelings of self-esteem.

9. Discuss own personal values and priorities for care of the house.

10. Discuss means of minimizing differences between own personal value system and that of the client as related to home care.

11. Discuss effects of environmental aesthetics on the client.

12. Demonstrate means of encouraging client participation (see D.10).

SKILL: B.14 ARRANGE OWN WORK ENVIRONMENT

OBJECTIVE: The learner will consistently arrange own work environment in the client's home for safety, convenience and efficient skill performance.

CRITERIA:

1. Places work space close to client when performing personal care.
2. Places supplies in orderly fashion.
3. Cleans up area, following skill performance.
4. Replaces equipment and supplies after use.

LEARNING TASKS:

1. Discuss reasons for arranging work environment effectively, e.g., convenience, safety, ease of skill performance.
2. Demonstrate means of effectively arranging work environment, e.g., placing work space close to client when performing personal care, placing supplies in orderly fashion, cleaning up spills or work area after skill performance, etc.
3. Describe equipment and supplies required for routine tasks and their location.
4. Demonstrate proper body mechanics when arranging work environment and performing tasks.

SKILL: B.15 ASSIST CLIENT TO TIDY AND DUST AS APPROPRIATE

OBJECTIVE: The learner will assist the client, within the limitations of his/her ability to tidy and dust.

CRITERIA:

1. Recognizes client's need for independence and personalized environment.
2. Determines capabilities of client.

LEARNING TASKS:

1. Discuss growth and development as it relates to need for independence.
2. Define client's need for independence as related to environment, e.g., personal space, privacy, control, etc.
3. Discuss common methods for tidying.
4. Demonstrate procedure for dusting.
5. Demonstrate tactful means of encouraging client to dust and tidy (see D.8).
6. Discuss factors which may affect client's ability to tidy and dust, e.g., depression, illness, tired, exacerbation of chronic condition, etc.

SKILL: B.16 ARRANGE FURNISHINGS FOR CLIENT'S CONVENIENCE AND SAFETY

OBJECTIVE: The learner will assist the client, within limitations of his/her ability, to arrange furnishings for convenience and safety.

CRITERIA:

1. Respects client's need for personal space.
2. Encourages client to plan environment to meet his needs and personal taste.
3. Discards unused supplies.
4. Tidies furniture and rugs.

LEARNING TASKS:

1. Describe basic human needs as they relate to personal space, e.g., privacy, independence.
2. Discuss means by which furnishings may contribute to convenience and safety, i.e., solid, skid-proof, non-obstructing.
3. Identify hazards related to furnishings, e.g., scatter rugs, clutter, etc.
4. Identify means of assisting client in achieving a safe, convenient and comfortable environment, e.g., discard unused supplies, arrange furniture.
5. Describe common hazards to safety found in each room of a typical house.
6. Describe common health and safety hazards for each stage of growth and development.

B.16 CONT'D

SKILL: B.16 ARRANGE FURNISHINGS FOR CLIENT'S CONVENIENCE AND SAFETY (CONT'D)

7. Describe procedures for tidying and disposing of unused items.

8. Discuss effect of environment aesthetics on the client, e.g., depression.

9. Demonstrate tactful means of assisting the client in achieving a safe, convenient and comfortable environment (see D.8).

SKILL: B.17 CLEAN FLOORS

OBJECTIVE: The learner will sweep, vacuum and wash floors when directed.

CRITERIA:

1. Recognizes need for cleaning.
2. Takes action promptly.
3. Consults client regarding preferred and desired performance.
4. Follows agency procedure for sweeping, washing and vacuuming floors.

LEARNING TASKS:

1. Discuss principles of medical asepsis as they relate to cleaning floors.
2. Describe usual methods and necessary supplies for sweeping, vacuuming and washing floors.
3. Demonstrate procedure for sweeping, washing and vacuuming floors.
4. Demonstrate body mechanics as it relates to cleaning floors.
5. Discuss special problems related to floor cleaning, e.g., spills, burns.
6. Describe problems which may result from not taking prompt action, i.e., falls, displeasing environment.
7. Demonstrate means of including client in cleaning of floors (see D.10).
8. Recall common agency policies as related to cleaning and maintenance policies (see B.2).

SKILL: B.18 CLEAN BATHROOM AND KITCHEN

OBJECTIVE: The learner will clean bathrooms and kitchens as directed.

CRITERIA:

1. Recognizes need for cleaning.
2. Selects and uses appropriate cleaning products.
3. Cleans bathroom appropriately: sink, tub, toilet, floors, mirrors, tiles, etc.
4. Cleans kitchen appropriately: sink, stove, fridge, etc.
5. Disposes of refuse appropriately.
6. Attends to faulty equipment, e.g., toilet, plugged sink, etc.

LEARNING TASKS:

1. Describe principles and agency policies of home cleaning and maintenance (daily, weekly and monthly plans).
2. Recall common bathroom cleaning supplies (see B.6).
3. Demonstrate procedures for bathroom cleaning, i.e., sink, tub, toilet, floors, mirrors, tiles.
4. Demonstrate procedure for kitchen cleaning, e.g., sink, stove, fridge, etc.
5. Recall usual methods for refuse disposal (see B.9).
6. Discuss factors contributing to a safe bathroom environment, e.g., rubber tub mats, safety bars, appropriate water temperature, non-skid bath mat, etc.
7. Discuss factors contributing to a safe kitchen environment.
8. Discuss means of attending to faulty equipment, e.g., unplug sink, call serviceman, etc.

SKILL: B.19 CLEAN WINDOWS, CUPBOARDS AND MAJOR APPLIANCES

OBJECTIVE: When required, the learner will assist the client, within the limitations of his/her ability, to clean windows, cupboards and major appliances.

CRITERIA:

1. Determines need for cleaning.
2. Selects and uses appropriate cleaning products.

LEARNING TASKS:

1. Recall principles of home cleaning and maintenance (daily, weekly, and monthly plan) (see B.18).
2. Describe common cleaning supplies required for cleaning windows, cupboards and major appliances.
3. Demonstrate principles of sanitary practices when cleaning windows, cupboards and major appliances (see B.1).
4. Demonstrate procedures for cleaning windows, cupboards and major appliances.
5. Demonstrate means of encouraging client participation in home cleaning activities (see D.10).
6. Discuss agency policies as related to cleaning of outside windows, walls, etc.

SKILL: B.20 CARE FOR FURNISHINGS

OBJECTIVE: The learner will assist the client, within limits of his/her abilities, to clean and maintain household furnishings as required.

CRITERIA:

1. Recognizes need for care.
2. Selects appropriate care methods.
3. Cleans furnishings appropriately.
4. Encourages client's participation.
5. Facilitates client's preferences.

LEARNING TASKS:

1. Describe principles of home cleaning and maintenance plan.
2. Describe household furnishings, e.g., lamps, carpets, furniture, venetian blinds, ornaments, drapes, etc.
3. Demonstrate cleaning procedures and maintenance techniques for different household furnishings.
4. Demonstrate means of encouraging client participation in caring for furnishings.
5. Discuss need to consult client when cleaning materials are unfamiliar to the learner.

COMPETENCY GROUP C

PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING

SKILLS:

C.1 Describe common problems in children and adults leading to a need for assistance with A.D.L.

C.2 Assist client with personal grooming, e.g., hair shaving, dressing.

C.3 Assist client with oral hygiene, including dentures

C.4 Assist client to bathe, e.g., tub, shower

C.5 Give complete bed bath

C.6 Provide infant care, e.g., bathe, change

C.7 Provide perineal and catheter care for cleanliness

C.8 Provide care to maintain healthy skin

C.9 Assist with care of feet and nails

C.10 Encourage functional movements for A.D.L.

C.11 Use correct lifting and transfer techniques

C.12 Provide assistance in positioning client in bed or chair

C.13 Assist client to walk, sit or stand

C.14 Assist with the use of walking devices and wheelchairs

C.15 Transport client by wheelchair or stretcher

C.16 Use natural aids to promote comfort relaxation and sleep, including back-rubs

C.17 Assist client who is responsible for own prosthesis

C.18 Assist client with toiletting, e.g., bedpans, urinals, commodes

CONT'D

COMPETENCY GROUP C

PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING

SKILLS: (CONT'D)

C.19 Test urine for diabetics

C.20 Measure urine

C.21 Take and record temperatures: oral, rectal and axilla

C.22 Assist client who is responsible for own medications

C.23 Care for the deceased client and his environment

SKILL: C.1 DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L.

OBJECTIVE: At the level of the informed consumer, the learner will describe common problems in children and adults leading to a need for assistance with A.D.L.

CRITERIA:

1. Recognizes individuals needing assistance with A.D.L.
2. Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Define "informed consumer".
2. Describe activities of daily living.
3. Discuss common human needs as related to performing A.D.L.
4. Describe common problems affecting ability to perform A.D.L. as related to need for survival, e.g.:
   a. nutrition needs: diabetes, celiac disease, dental disease, etc.
   b. oxygen needs: stroke, heart attack, bronchitis, asthma, emphysema, etc.
   c. mobility needs: hemiplegia, Parkinson's disease, multiple sclerosis, etc.
   d. elimination needs: incontinence, stoma, etc.
5. Describe common problems affecting ability to perform A.D.L. as related to need for protection, e.g., epilepsy, blindness, deafness, mental handicap, alcoholism, chronic brain syndrome, aphasia, abuse and neglect, etc.

C.1 CONT'D

SKILL: C.1 DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L. (CONT'D)

6. Describe common problems affecting ability to perform A.D.L. as related to need for stimulation, e.g., mental and physical paralysis, spasticity, attitude of society, hearing loss, vision loss.
7. Describe common problems affecting ability to perform A.D.L. as related to love and belonging, e.g., dysfunctional families, depression, etc.
8. Describe common problems affecting ability to perform A.D.L. as related to esteem and achievement, e.g., mental retardation, drug and alcohol abuse, etc.
9. Describe malignant disease as it relates to individual's ability to perform A.D.L.
10. Describe communicable diseases such as hepatitis, venereal disease and tuberculosis as it relates to individual's ability to perform A.D.L.
11. Discuss common attitudes of society toward the mentally and physically handicapped and the elderly.

SKILL: C.2 ASSIST CLIENT WITH PERSONAL GROOMING, e.g., HAIR, SHAVING, DRESSING

OBJECTIVE: Working alone or as a team member, the learner will assist the client, within limits of his/her ability, to be appropriately groomed.

CRITERIA:

1. Recognizes client with need for assistance.
2. Assists client to dress, as required:

   - starts with weak side, when appropriate
   - encourages client to choose garments

3. Assists client to shave, as required: electric and safety razor.
4. Asssits client with hair care as appropriate, i.e., comb, brush, shampoo.
5. Applies cosmetics as appropriate.
6. Reports significant observations of skin and scalp.

LEARNING TASKS:

1. State common personal grooming and practices.
2. Demonstrate tactful means of offering assistance while encouraging independence (see D.8).
3. Demonstrate procedure for dressing resident, shaving and hair care.
4. Discuss situations when the female individual may be shaved.
5. Identify factors which may affect grooming, e.g., emotions, illness, poor vision, age, depression.
6. Discuss psychological benefits of applying cosmetics.
7. Discuss common skin and scalp conditions, e.g., dandruff, dryness, etc.
8. Recall means of reporting and recording significant observations (see E.19).

SKILL: C.3 ASSIST CLIENT WITH ORAL HYGIENE, INCLUDING DENTURES

OBJECTIVE: The learner will assist the client, within limits of his/her ability, with oral hygiene.

CRITERIA:

1. Recognizes client with need for assistance.
2. Selects appropriate type of mouth care, i.e., swabs, toothbrush.
3. Assists client to cleanse mouth and teeth, as necessary and according to preferences of client.
4. Cares for dentures appropriately and according to preferences of client.
5. Reports any significant changes in condition of mouth.

LEARNING TASKS:

1. Define oral hygiene.
2. Discuss indications for oral hygiene, e.g., foul breath, coated tongue.
3. Demonstrate procedures for oral hygiene.
4. Demonstrate procedure for denture care.
5. Describe factors contributing to difficulties with performing oral hygiene, i.e. sore mouth, gum disease, emotions, dental caries, lack of knowledge, poor health habits, etc.
6. Recall means of encouraging client independence in A.D.L. (see C.10).
7. Discuss care implications for client with special oral care needs, i.e., special mouth care, bland diet, minced diet, etc.
8. Recall means of reporting/recording significant observations (see E. 19).

SKILL: C.4 ASSIST CLIENT TO BATHE, e.g., TUB, SHOWER

OBJECTIVE: The learner will assist the client to bathe within the limits of his/her ability.

CRITERIA:

1. Recognizes need for assistance.
2. Selects appropriate type of bath.
3. Provides and places supplies in orderly fashion.
4. Ensures water and room are at appropriate temperature.
5. Bathes client in appropriate sequence.
6. Observes skin condition and documents significant observations.

LEARNING TASKS:

1. State cleanliness needs for clients.
2. Demonstrate procedures for types of baths, e.g., sponge, tub, shower.
3. Demonstrate procedures for:

   - partial bath
   - complete bath
   - bed bath
   - morning care

4. Demonstrate body mechanics related to assistance with bathing.
5. Discuss commonly used bath products, e.g., soaps, oils, creams, deodorants.
6. Demonstrate environmental preparations for bathing, e.g., water and room temperature, privacy, supplies, work space.
7. Demonstrate safety precautions related to bathing, e.g., bath boards, bars, chair in tub.

C.4 CONT'D

SKILL: C.4 ASSIST CLIENT TO BATHE, e.g., TUB, SHOWER (CONT'D)

8. Discuss factors which may affect a client's ability to bathe, e.g., illness, chronic conditions, emotions, age, handicaps, modesty, habit.
9. Demonstrate tactful means of assisting individual with bathing and/or encouraging individual to assist with own bath (see D.8).
10. Describe common skin characteristics, e.g., colour, temperature, turgor, integrity.
11. Recall procedure for documenting significant observations (see E.19).

SKILL: C.5 GIVE COMPLETE BED BATH

OBJECTIVE: The learner will completely bathe the client, as directed

CRITERIA:

1. Provides privacy.
2. Ensures water and room are at appropriate temperature.
3. Arranges supplies in orderly manner.
4. Bathes client in appropriate sequence.
5. Provides special care as required to skin, mouth, hair and nails, as directed.
6. Promotes exercise as tolerated.
7. Dresses and repositions client.

LEARNING TASKS:

1. Define complete bed bath.
2. Discuss implications for complete bed bath, i.e. paralysis, stroke, illness, age, etc.
3. State principles of medical asepsis relating to bathing.
4. Demonstrate proper body mechanics when giving complete bed bath.
5. Demonstrate safety factors related to complete bed bath.
6. Demonstrate procedure for complete bed bath.
7. Demonstrate environmental preparation for bath.
8. Demonstrate procedures for special mouth, skin, hair and nail care (see C.3, C.8 and C.9).

C.5 CONT'D

SKILL: C.5 GIVE COMPLETE BED BATH (CONT'D)

9. Demonstrate means of encouraging the client to exercise during complete bed bath (see C.10).
10. Demonstrate procedure for dressing client (see C.2).
11. Demonstrate procedure for positioning (see C.12).
12. Discuss adaptations the homemaker makes when performing a complete bed bath in the home, e.g., separate pot or ice cream pail for basin, etc.

SKILL: C.6 **PROVIDE INFANT CARE, e.g., BATHE, CHANGE**

OBJECTIVE: The learner will provide infant care.

CRITERIA:

1. Ensures water and room are at appropriate temperature.
2. Bathes infant according to instructions.
3. Observes infant for skin, colour and condition.
4. Cares for cord as necessary.
5. Attends to diaper rash appropriately.
6. Secures diaper.
7. Dresses infant.
8. Repositions infant in crib regularly.
9. Covers infant adequately for warmth.

LEARNING TASKS:

1. Discuss growth and development as it relates to the newborn and the infant.
2. Describe safety factors related to bathing infants, e.g., chill factor, secure grip, sanitary practices.
3. Recall means of effectively arranging work environment (see B.14).
4. Demonstrate procedures for infant bath.
5. Demonstrate cord care.
6. Discuss need for positioning of infants.
7. Demonstrate procedures for dressing infants.
8. Demonstrate procedures for changing diapers.

C.6 (CONT'D)

SKILL: C.6 **PROVIDE INFANT CARE, e.g., BATHE, CHANGE (CONT'D)**

9. Discuss appropriate skin care for rashes.

10. Demonstrate appropriate handling of soiled diapers (see B.5).

11. Discuss means of including parent in providing infant care, depending on his/her ability.

SKILL: C.7 PROVIDE PERINEAL AND CATHETER CARE FOR CLEANLINESS

OBJECTIVE: The learner will ensure the perineal and catheter areas of the client are cleansed.

CRITERIA:

1. Recognises client with need for assistance.
2. Prepares client and environment:
   - provides privacy
   - remains non-judgmental
3. Cleanses perineum and catheter areas according to procedure.
4. Observes condition of perineum.
5. Observes sanitary practices when cleansing perineum and emptying urinary drainage system.
6. Observes catheter for correct functioning.

LEARNING TASKS:

1. Discuss medical asepsis as it relates to perineal and catheter care.
2. Discuss client and environmental preparation as it relates to perineal and catheter care, e.g., privacy, non-judgmental attitude, etc.
3. Demonstrate procedures for performing perineal care.
4. Define: foley catheter, condom drainage, urinary meatus, perineum.
5. Identify factors which may interfere with perineal and catheter care, e.g., modesty, incontinence, obesity.
6. State proper functioning of closed urinary drainage system.
7. Demonstrate procedure for care of closed and open urinary drainage system.
8. Discuss care of urine bypassing catheter.

SKILL: C.8 PROVIDE CARE TO MAINTAIN HEALTHY SKIN

OBJECTIVE: The learner will provide care to maintain healthy skin of the client.

CRITERIA:

1. Assesses skin condition through direct observation, touch and presence of pain.
2. Reports skin changes and potential skin problems, e.g., colour, rashes, pressure sores.
3. Provides skin hygiene, as required, e.g., sponging, bathing, etc.
4. Maintains sanitary practices when applying lotions and creams.
5. Turns and repositions client according to individual need.
6. Provides pressure care as required, e.g., heat lamp, special padding, special mattress.

LEARNING TASKS:

1. Describe structure and function of skin.
2. Discuss growth and development as it relates to skin changes.
3. Describe the skin of an elderly person.
4. Describe common skin characteristics, e.g., colour, temperature, turgor, integrity.
5. Demonstrate means of assessing skin condition, e.g., direct observation, touch, presence of pain.
6. Describe factors which may interfere with accurate assessment of skin changes, e.g., lighting, cosmetics, resident pigmentation, clothing, contractures preventing full visibility.

C.8 CONT'D

SKILL: C.8 PROVIDE CARE TO MAINTAIN HEALTHY SKIN (CONT'D)

7. Define:
   - cyanosis
   - excoriation
   - anemia
   - inflammation
   - jaundice
   - turgor
   - allergy
   - edema
   - rash
   - decubitus ulcer
8. Describe factors which may affect skin health, e.g., incontinence, skin diseases, trauma, burns, pressure, poor nutrition, poor circulation, irritation, allergies, etc.
9. Demonstrate procedures to maintain skin health, e.g., positioning, skin care, good hygiene, turning, lotion and cream, massage.
10. Identify areas of the body prone to skin breakdown, e.g., bony prominences.
11. Describe signs and care implications of pressure areas, rashes, changes in hydration, poor tugor, cyanosis, edema, decubitus ulcer.
12. Discuss procedure for applying lotion and creams.
13. Discuss massage and re-positioning.
14. Demonstrate procedures for care of pressure areas.

SKILL: C.9 ASSIST WITH CARE OF FEET AND NAILS

OBJECTIVE: The learner will ensure the feet and nails of the client are cared for.

CRITERIA:

1. Recognizes client with need for assistance.
2. Provides appropriate hygiene, e.g., foot soaks, powder.
3. Trims nails according to agency policy.
4. Applies lotion/cream as required.
5. Recognizes and reports need for assistance, e.g., podiatrist.

LEARNING TASKS:

1. Discuss structure and function of feet and nails.
2. Discuss growth and development as it relates to nail changes.
3. Demonstrate foot and nail care procedures.
4. Demonstrate safety factors of foot and nail care.
5. Describe factors which may affect foot care, e.g., ticklishness, mis-shapen feet, overgrown nails, obesity, inability to manipulate scissors, etc.
6. Discuss foot and nail care of "problem feet", e.g. foot soaks, special shoes.
7. Discuss signs and foot care needs of the clients with diabetes or circulatory problems.
8. Discuss role of podiatrist.
9. Discuss common agency policies as it relates to foot care, e.g., R.N. only to cut nails of diabetics, etc.

SKILL: C.10 ENCOURAGE FUNCTIONAL MOVEMENTS FOR A.D.L.

OBJECTIVE: The learner will encourage the client to participate in physical activity within the limits of his/her ability as required for A.D.L.

CRITERIA:

1. Recognizes physical capabilities of the client.
2. Selects appropriate activities of daily living within client's range of abilities.
3. Supports client's attempts to perform A.D.L.

LEARNING TASKS:

1. Define A.D.L. and goals, e.g., maintain function, promote independence, etc.
2. Discuss means of establishing capabilities of the client, e.g., observation, physio assessment, etc.
3. Discuss growth and development as it relates to the need for independence.
4. Discuss human needs as related to need for activity.
5. Demonstrate methods of encouraging clients to perform A.D.L.
6. Discuss use of adaptive devices as a means of promoting independence in A.D.L., e.g., special utensils, non-skid plate, sock hooks, elastic shoelaces, etc.
7. Describe factors which may interfere with performance of functional movements, e.g., joint disease, depression, lack of client cooperation, stroke, pain.
8. Discuss independence vs. dependence as it relates to the client receiving homemaker assistance.

SKILL: C.11 USE CORRECT LIFTING AND TRANSFER TECHNIQUES

OBJECTIVE: Using proper body mechanics, the learner will safely lift, carry and transfer objects and persons.

CRITERI

1. Identifies assistance needed by client correctly.
2. Obtains further aid as necessary.
3. Ensures adequate space is available for transfer.
4. Obtains cooperation of client, when required.
5. Selects and performs correct lift and/or transfer technique.
   - faces direction of transfer.
   - holds client or object as close to self as possible.
   - uses lifting aids as appropriate.
   - establishes a firm base of support.

LEARNING TASKS:

1. Demonstrate sound body mechanics related to lifts and transfers.
2. State sources of further lift/transfer aids, e.g., transfer belts, lifting pads, drawsheets, mechanical lift, family members, etc.
3. Demonstrate environmental preparation as related to lifts and transfers, e.g., adequate space, privacy, safety precautions, padded seats, etc.
4. Describe safety measures related to lifts and transfers, e.g., locked brakes on beds and wheelchairs, handrails.

C.11 CONT'D

SKILL: C.11 USE CORRECT LIFTING AND TRANSFER TECHNIQUES (CONT'D)

5. Correctly demonstrate common lift and transfer techniques and assistance required, e.g., 1-person, 2-person, etc.
6. Demonstrate procedures for transferring from bed, chair, wheelchair, car, commode, toilet.
7. Describe factors which may interfere with lifts and transfers, e.g., poor organization and preparation of environment, lack of client cooperation, client's condition.
8. Discuss alternatives to lifting, e.g., pulling, sliding, etc.
9. Discuss common agency policies related to correctly lifting, carrying and transfer activities, e.g., adherence to W.C.B. regulations.

SKILL: C.12 PROVIDE ASSISTANCE IN POSITIONING CLIENT IN BED OR CHAIR

OBJECTIVE: The learner will safely and correctly position the client in bed or chair.

CRITERIA:

1. Selects a body position for the client with regard to comfort, safety and body alignment.
2. Identifies assistance needed by client correctly.
3. Obtains further aid as required.
4. Assists client to change position appropriately, at regular intervals as indicated.
5. Selects and uses positioning aids e.g., pillows, footboards, sandbags.

LEARNING TASKS:

1. Demonstrate safe body mechanics when positioning client (see E.3).
2. Discuss body alignment as it relates to comfort and safety.
3. Describe effects of positioning on respiration and circulation.
4. Identify positioning aids, e.g., pillows, sheepskin, splints, sandbags, linen, footboards, bed gatches, etc.
5. Describe factors which may interfere with positioning client in bed or chair, e.g., deformities, lack of client cooperation, paralysis, contractures, arthritis, pressure sores.
6. Demonstrate tactful ways of assisting client to assume appropriate position while encouraging independence (see D.8).

C.12 CONT'D

SKILL: C.12 PROVIDE ASSISTANCE IN POSITIONING CLIENT IN BED OR CHAIR (CONT'D)

7. Demonstrate procedures for positioning in bed and chair.
8. Discuss need for position change schedule.
9. Discuss sources of further aid, e.g., supervisor, physiotherapist.

SKILL: C.13 ASSIST CLIENT TO WALK, SIT OR STAND

OBJECTIVE: Using proper body mechanics, the learner will assist the client to walk, sit or stand.

CRITERIA:

1. Identifies assistance required by client correctly.
2. Ensures adequate space is available.
3. Encourages use of wall rails and safety bars, as necessary.
4. Provides appropriate support.
5. Encourages client's independence.

LEARNING TASKS:

1. Describe body structure and function as it relates to mobility.
2. Describe dangers of inactivity and immobility.
3. Describe independent and supervised exercises.
4. Demonstrate safety measures when walking, standing, sitting.
5. Describe environmental preparation to assist client with activity, e.g., wall rails, safety bars, adequate space.
6. Describe factors which may interfere with walking, sitting or standing, e.g., balance, weight-bearing ability, loss of sensation, medical condition, etc.
7. Demonstrate procedures for assisting client with walking, standing and sitting.
8. Demonstrate means of promoting independence in the client as it relates to walking, standing, sitting (see D.9).

C.13 CONT'D

SKILL: C.13 ASSIST CLIENT TO WALK, SIT OR STAND (CONT'D)

9. Discuss situations when the learner will assist with prescribed exercises, e.g., only when delegated by supervising health personnel.

10. Recall sources of further assistance, e.g., physiotherapist, supervisor (see C.14) and when to seek further assistance.

SKILL: C.14 ASSIST WITH THE USE OF WALKING DEVICES AND WHEELCHAIRS

OBJECTIVE: The learner will assist the client as necessary to use prescribed walking devices.

CRITERIA:

1. Recognizes client's need for assistance.
2. Ensures adequate space is available.
3. Encourages good posture, body mechanics and correct use of walking device.
4. Promotes independence of the client.
5. Obtains further aid, as necessary.

LEARNING TASKS:

1. Describe walking devices, e.g., cane, walker, tripod cane, crutches, wheelchair.
2. Point out safety features of walking devices, i.e., rubber tips, padded arms, etc.
3. Point out safety features of wheelchairs, e.g., brakes, lap-belt, removable slides and foot rests, etc.
4. Identify factors which may affect client's use of walking devices, e.g., weight-bearing ability, balance, strength, motivation.
5. Demonstrate procedures for assisting client in use of walking devices and wheelchairs.
6. Demonstrate means of encouraging client independence (see D.9).
7. Discuss sources of further assistance, e.g., physiotherapist, home care nurse, supervisor, etc.

SKILL: C.15 TRANSPORT CLIENT BY WHEELCHAIR OR STRETCHER

OBJECTIVE: The learner will safely and comfortably transport the client by wheelchair or stretcher.

CRITERIA:

1. Provides blanket, pressure pads, etc., for wheelchair or stretcher.
2. Positions and restrains client as directed.
3. Applies brakes appropriately.
4. Maintains control of wheelchair or stretcher during transport.

LEARNING TASKS:

1. Describe types of wheelchairs and indication for use.
2. Demonstrate preparation of wheelchair or stretcher, e.g., blankets, pressure pads.
3. Demonstrate procedure for transferring and positioning client to a wheelchair or stretcher (see C.11).
4. Point out safety features of wheelchair and stretcher, e.g., safety belts, brakes, etc.
5. Discuss factors which may interfere with safe use of wheelchair and stretcher, e.g., uncooperative client, inadequate assistance, equipment malfunction.
6. Demonstrate procedure for use and control of wheelchair and stretcher, e.g., using elevator, ramps, over curbs, etc.

SKILL: C.16 USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS

OBJECTIVE: The learner will use simple and natural methods to assist the client to relax, rest and sleep within restrictions of homemaker schedules and routines.

CRITERIA:

1. Provides clean and pleasant resting area.
2. Rest periods are provided as necessary.
3. Serves warm drinks, as appropriate.
4. Gives warm bath or back-rub, as indicated.
5. Alternates long strokes and circular motion when giving back-rub.
6. Offers adequate exercise.
7. Facilitates client's preferences.

LEARNING TASKS:

1. Discuss growth and development as it relates to sleep and relaxation.
2. Discuss factors which may interfere with rest and sleep, e.g., noise, light, surrounding activity, discomfort, stress, etc.
3. Discuss signs of insufficient sleep, e.g., irritability.
4. Discuss factors which may interfere with ability to relax, i.e., full bladder, tight clothing, constipation, flatus, need for position change, wet or soiled clothing, anxiety.
5. Discuss natural techniques which may aid in promoting sleep, e.g., warm drink, warm bath, adequate exercise, back-rub, etc.
6. Discuss use of touch as it relates to assisting client to relax.

C.16 CONT'D

SKILL: C.16 USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS (CONT'D)

7. Demonstrate procedure for back-rub.
8. Discuss need for rest stops during physical activities.

SKILL: C.17 ASSIST CLIENT WHO IS RESPONSIBLE FOR OWN PROSTHESIS

OBJECTIVE: The learner will assist the client in cleaning, storing and caring for his/her prosthesis.

CRITERIA:

1. Cleans prosthesis appropriately, according to prosthesis directions.
2. Stores prosthesis appropriately.
3. Checks hearing aid battery for replacement, as necessary.
4. Assists client, as necessary, with application of prosthesis.

LEARNING TASKS:

1. Define prosthesis.
2. Identify commonly used prosthesis, e.g., glasses, hearing aids, dentures, artificial eyes, contact lenses, limbs, etc.
3. Demonstrate procedures for care of prosthesis, e.g., cleanliness, battery replacement, storage, etc.
4. Demonstrate tactful means of assisting client with prosthesis care while encouraging independence (see D.8).
5. Discuss signs and care implications of prosthesis difficulties, e.g., stump irritation, sore mouth, etc.
6. Identify signs of prosthesis malfunctioning and correction, e.g., whistling hearing aid, change in vision level, etc.

SKILL: C.18 ASSIST CLIENT WITH TOILETTING, e.g., BEDPANS, URINALS, COMMODES

OBJECTIVE: The learner will assist the client, within the limits of his/her ability, to meet his toiletting needs.

CRITERIA:

1. Correctly identifies client requiring assistance.
2. Promptly responds to client's request.
3. Selects appropriate toiletting method.
4. Selects appropriate mobility and transfer method.
5. Prepares environment for space and privacy.
6. Assists client, as required in the use of bedpan, toilet, commode, urinal, etc.
7. Provides privacy and appropriate hygiene.
8. Recognizes and reports significant changes in elimination habits and products.
9. Applies condom drainage appropriately:
   - cleanses area
   - observes area for skin integrity
   - applies condom as specified and ensures adherence
   - connects drainage system and secures

LEARNING TASKS:

1. Describe structure and function of the body as it relates to bowel and bladder elimination.
2. Discuss growth and development as it relates to elimination.
3. Describe bowel and bladder elimination, e.g., normal characteristics, patterns and amounts.
4. Describe factors affecting elimination, e.g., nutritional state, activity, stress, habit, climate, age, intake, enlarged prostate gland, lack of privacy.

C.18 CONT'D

SKILL: C.18 ASSIST CLIENT WITH TOILETTING, e.g., BEDPANS, URINALS, COMMODES (CONT'D)

5. State indications for use of bedpan, urinal, commode, condom, e.g., stroke, immobility, amputation, weakness.

6. Demonstrate safety factors in assisting client to bathroom or commode, or in use of bedpan or urinal.

7. Describe sanitary practices as it relates to elimination.

8. Demonstrate procedures for assisting client in use of bedpan, toilet, commode, urinal.

9. Demonstrate procedure for applying condom drainage.

10. Identify factors which may affect accurate assessment of elimination, e.g., incontinence, modesty, client uncooperativeness.

11. Define:
    - micturition
    - defecation
    - stool
    - feces
    - retention
    - hemorrhoids
    - urinal
    - bedpan
    - diarrhea
    - constipation
    - flatus
    - enuresis
    - void
    - colostomy
    - commode

12. Discuss signs and client care implications of constipation, diarrhea, incontinence, dribbling.

13. Recall procedure for documenting significant change in client's condition (see E.19).

14. Discuss over-the-counter medications available for the treatment of diarrhea and constipation.

SKILL: C.19 TEST URINE FOR DIABETICS

OBJECTIVE: The learner will test the urine for sugar and acetone.

CRITERIA:

1. Obtains fresh urine specimen.
2. Follows instructions on testing material.
3. Handles reagent material appropriately.
4. Reads results accurately.
5. Records/reports results accurately.

LEARNING TASKS:

1. Demonstrate procedure(s) for testing urine for sugar and acetone.
2. Describe medical asepsis as it relates to testing urine.
3. State factors which may affect results, i.e., stale specimen, self-error, etc.
4. Discuss signs and care implications of diabetes.
5. Recall means of documenting significant information (see E.19).

SKILL: C.20 MEASURE URINE

OBJECTIVE: Needing occasional assistance, the learner will measure and record urine output as directed for the client.

CRITERIA:

1. Measures amount and type of output accurately.
2. Records and/or reports output accurately.
3. Observes sanitary practices for emptying urinary drainage bag.

LEARNING TASKS:

1. Describe structure and function of the body as it relates to elimination.
2. Describe avenues of elimination, e.g., bowel, bladder, lungs, skin.
3. Define fluid intake and output and normal limits.
4. Identify factors affecting accurate measurement of output, e.g., incontinence, modesty, lack of client cooperation, staff error.
5. Describe factors affecting intake and output, e.g., temperature, humidity, fever, disease, habit, folklore, etc.
6. Describe metric system of fluid measure.
7. Read metric measures.
8. Demonstrate procedure for emptying urinary drainage bags (see C.7).
9. Describe signs and care implications of low-fluid intake and/or output.
10. Define: - anuria polyuria
11. Recall procedure for documenting significant information (see E.19).

SKILL: C.21 TAKE AND RECORD TEMPERATURES: ORAL, RECTAL AND AXILLA

OBJECTIVE: Needing occasional assistance, the learner will take and record temperatures for the client.

CRITERIA:

1. Selects appropriate thermometer correctly.
2. Places thermometer appropriately, whether oral, axilla or rectal.
3. Measures temperature accurately.
4. Records temperature accurately and promptly.

LEARNING TASKS:

1. Describe growth and development as it relates to temperature.
2. Describe body structures and function as it relates to temperature.
3. Define normal ranges of oral, axilla and rectal temperatures.
4. Describe factors which affect temperature, e.g., age, activity, inflammation, emotions, location.
5. Identify factors which may affect accurate temperature measurement, e.g., recent smoking, exercise, drinking.
6. Discuss factors influencing selection of temperature thermometer, e.g., age, client confusion, mouth breathers, etc.
7. Demonstrate procedures for taking temperature, oral and axilla.
8. Recall procedure for reporting/recording significant information (see E.19).

C.21 CONT'D

SKILL: C.21 TAKE AND RECORD TEMPERATURES: ORAL, RECTAL AND AXILLA (CONT'D)

9. Define fever, hypothermia and discuss signs and care implications of fever.

10. Discuss possible situations when a homemaker may be required to take temperatures, e.g., fever, common maladies, etc.

SKILL: C.22 ASSIST CLIENT WHO IS RESPONSIBLE FOR OWN MEDICATIONS

OBJECTIVE: When directed the learner will assist the homemaker client, within the limitations of his/her ability, to safely take prescribed oral medications.

CRITERIA:

1. Reminds client to take medication.
2. Provides assistance: glass of water, opened bottle, spoon.
3. Places medication in mouth, if necessary.

LEARNING TASKS:

1. State legal/ethical aspects of medication administration.
2. Discuss common types of medication, e.g., liquid, capsules, etc.
3. Discuss means of handling and storing medications, e.g., refrigerator.
4. Discuss individual agency policies related to administering medications.
5. Discuss situations when further assistance may be necessary, e.g., diminished supply, etc.

SKILL: C.23 CARE FOR THE DECEASED CLIENT AND HIS ENVIRONMENT

OBJECTIVE: The learner will care for the deceased client and his environment.

CRITERIA:

1. Advises appropriate persons regarding client death.
2. Checks regarding ethnic or religious practices.
3. Cares for body according to agency policy.
4. Cares for client belongings and valuables.
5. Tidies and cleans room after removal of body.
6. Offers support to family as appropriate.

LEARNING TASKS:

1. Describe signs of death.
2. Demonstrate common practices for care of the body after death.
3. Discuss care of environment after a death, e.g., removal of equipment, clean room, tidy.
4. Discuss means of supporting others in environment.
5. Discuss common ethnic and religious practices related to death.
6. Define - morgue, shroud, rigor mortis.
7. Discuss local agency policy and the law regarding notification ot appropriate person when a client dies.

COMPETENCY GROUP D

COMMUNICATE WITH CLIENT, FAMILY AND OTHERS

SKILLS:

D.1 Introduce self and explain role

D.2 Observe common courtesies

D.3 Speak in a manner to be readily understood (e.g., vocabulary, diction, volume)

D.4 Use writing skills as necessary

D.5 Listen to and respect client's wishes and concerns

D.6 Converse with client(s) and others in a friendly, appropriate manner

D.7 Respond appropriately to personal requests

D.8 Make suggestions tactfully

D.9 Support client's achievements, strengths and independence

D.10 Involve client in decision-making, planning and activities

D.11 Respond in helpful ways in emotional situations including disruptive behaviour

D.12 Respects rights and dignity of client

D.13 Recognize and respond appropriately to client's sexual identity

D.14 Adapt communication for clients with special needs (e.g., vision, hearing, etc.)

D.15 Use touch to communicate care and concern

D.16 Assist with attempts to deal with client disorientation

D.17 Respect rights, needs and interests of the family

CONT'D

COMPETENCY GROUP D

COMMUNICATE WITH CLIENT, FAMILY AND OTHERS

SKILLS: (CONT'D)

D.18 Become acquainted with family members

D.19 Encourage family participation in activities and care

D.20 Demonstrate job-finding skills

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SKILL: D.1 INTRODUCE SELF AND EXPLAIN ROLE

OBJECTIVE: The learner will introduce self courteously to others and explain his/her role, services and responsibilities as a Homemaker.

CRITERIA:

1. Introduces self courteously.
2. Explains role and responsibilities clearly and concisely as set out in the statement "Role and Responsibilities of a Homemaker" and according to agency job description.
3. Performs duties within role and responsibilities of a homemaker.

LEARNING TASKS:

1. Describe the role of a Homemaker.
2. Describe the services provided by Homemakers.
3. Describe the responsibilities of a Homemaker.
4. Discuss appropriate action to take if requested to perform duties outside of personal capabilities or role responsibilities.

SKILL: D.2 OBSERVE COMMON COURTESIES

OBJECTIVE: In all course-related areas and in the client's home, the learner will extend common courtesies to others.

CRITERIA:

1. Addresses individuals appropriately.
2. Hears others out and checks for correct meaning.
3. Maintains non-judgmental attitude.
4. Displays appropriate attention level.
5. Respects privacy and independence.
6. Does not interrupt conversations.
7. Uses "please" and "thank you".
8. Includes client in conversation even though he/she may not appear to understand.

LEARNING TASKS:

1. Describe goal of common courtesies, e.g., mutual respect, oiling of social machinery, etc.
2. Demonstrate common courtesies, e.g., introductions, respect of privacy, no interrupting, use of "please" and "thank you", respect for independence.
3. Discuss appropriate methods of addressing individuals, e.g., Mr., Mrs., Ms., Gramps, by permission.
4. Demonstrate means of respecting presence and opinions of others.
5. Recall means of attentive listening (see D.6).

D.2 CONT'D

SKILL: D.2 OBSERVE COMMON COURTESIES (CONT'D)

6. Discuss range of appropriate behaviours for different groups and situations.
7. Identify factors which interfere with use of common courtesies, e.g., anger, cultural diversity, anxiety, habit, etc.
8. Discuss common reactions to "rude" behaviour.

SKILL: D.3 SPEAK IN A MANNER TO BE READILY UNDERSTOOD (e.g., VOCABULARY, DICTION, VOLUME)

OBJECTIVE: In all conversations, the learner will speak in a manner to be understood by others.

CRITERIA:

1. Uses vocabulary suited to situation.
2. Enunciates words clearly.
3. Modifies volume to suit situation.
4. Faces person spoken to.
5. Uses appropriate body language.

LEARNING TASKS:

1. Identify speech characteristics which may alter ease of comprehension, e.g., tone, pitch, accent, diction, volume, vocabulary, habit, etc.
2. Describe means to self-awareness of speech characteristics, e.g., objective discussions, use of tape recorder and playback, etc.
3. Identifies characteristics of own speaking voice.
4. Describe ways to improve speech characteristics, e.g., speech therapy, reading aloud.
5. Describe body language which may alter ease of comprehension.
6. Recognize client handicaps which may alter ease of comprehension, i.e., deafness, positioning.
7. Discuss words that may hinder ease of comprehension, e.g., slang, jargon, terminology.

SKILL: D.4 USE WRITING SKILLS AS NECESSARY

OBJECTIVE: In all written communications, the learner will write clearly and concisely.

CRITERIA:

1. Writes clearly, correctly and according to given formats.
2. Completes forms and reports as directed, clearly and legibly.
3. Applies rules of writing, e.g., legible handwriting, correct spelling, basic grammar.

LEARNING TASKS:

1. Demonstrate common documentation methods and practices (see E. 19).
2. Discuss situations in which clear writing is required, e.g., taking messages, assisting client to write letters, completing application forms, resumes and letters, recording observations and details of care, completing incident and illness reports, completing class assignments, etc.

SKILL: D.5 LISTEN TO AND RESPECT CLIENT'S WISHES AND CONCERNS

OBJECTIVE: The learner will listen to and respect wishes and concerns of the client.

CRITERIA:

1. Encourages client to voice wishes and concerns.
2. Verifies correct meaning of client's expressed wishes and concerns.
3. Acknowledges client's feelings and opinions without argument.
4. Suggests alternatives to inappropriate wishes or negative client behaviours without criticism.
5. Supports positive client efforts.
6. Uses body language appropriately.
7. Maintains a calm manner.

LEARNING TASKS:

1. Discuss communication techniques as they relate to listening and checking feedback.
2. Demonstrate means of indicating respect.
3. Demonstrate means of maintaining non-judgmental attitude.
4. Describe ethical/legal factors related to client's expressed wishes and concerns (see E.9).

SKILL: D.6 CONVERSE WITH CLIENT(S) AND OTHERS IN A FRIENDLY, APPROPRIATE MANNER

OBJECTIVE: The learner will maintain a friendly, appropriate manner in conversation with clients and others.

CRITERIA:

1. Faces person spoken to and maintains eye contact.
2. Attends to comments and questions carefully and seeks clarification, as necessary.
3. Repeats key ideas, as appropriate.
4. Conveys a friendly, interested and relaxed attitude.
5. Positions self appropriately for comfortable conversation.
6. Synchronizes body language to verbal communication.

LEARNING TASKS:

1. Demonstrate communication techniques, e.g., face person, maintain eye contact, synchronize body language to verbal communication, seek clarification, etc..
2. Demonstrate means of encouraging communication, e.g., attentive listening, interested appearance, repetition of key ideas, etc.
3. Discuss effects of non-friendly responses and inappropriate manner.

SKILL: D.7 RESPOND APPROPRIATELY TO PERSONAL REQUESTS

OBJECTIVE: The learner will respond courteously and appropriately to personal requests of the client.

CRITERIA:

1. Indicates understanding of requests.
2. Acts on request appropriately.
3. Explains denied requests courteously.
4. Obtains guidance as necessary.

LEARNING TASKS:

1. Discuss common client requests and appropriate learner responses.
2. Describe agency policy/procedures which relate to fulfilling personal requests.
3. Describe ethical/legal implications of fulfilling inappropriate requests.
4. Recall agency channels of communication (see E.18).
5. Recall personal and role limitations (see E.9).
6. Demonstrate appropriate handling of client requests.

SKILL: D.8 MAKE SUGGESTIONS TACTFULLY

OBJECTIVE: While performing duties, the learner will make suggestions to clients and others in a tactful manner.

CRITERIA:

1. Maintains non-judgmental and calm behaviour.
2. Recognizes significant misinformation or lack of knowledge.
3. Corrects misinformation without criticism.
4. Presents new information in an objective manner.
5. Ensures appropriate timing and mood when making suggestions.

LEARNING TASKS:

1. Define tact.
2. Demonstrate tactful methods of offering suggestions.
3. Describe common reactions to tactless behaviour.
4. Recall means of maintaining non-judgmental and calm behaviour (see D.5).

SKILL: D.9 SUPPORT CLIENT'S ACHIEVEMENTS, STRENGTHS AND INDEPENDENCE

OBJECTIVE: The learner will support the achievements, strengths and independence of the client.

CRITERIA:

1. Involves client in care planning.
2. Provides activities within client's capabilities.
3. Acknowledges gains, however modest.
4. Acknowledges client's feelings of achievement.

LEARNING TASKS:

1. Discuss need for positive feelings, independence and achievement.
2. Demonstrate means of reinforcing strengths, achievements and independence.
3. Identify means of recognizing and acknowledging client's feelings.
4. Recall means of encouraging client's independence within limits of his/her ability (see C.10).

SKILL: D.10 INVOLVE CLIENT IN DECISION-MAKING, PLANNING AND ACTIVITIES

OBJECTIVE: The learner will involve the client within limitations of his/her abilities in decision-making, planning and activities as it relates to the client's welfare.

CRITERIA:

1. Encourages client to express needs, feelings and opinions.
2. Acknowledges client's rights to participate in decision making, planning and activities.
3. Supports positively client's attempts to make decisions and plans.
4. Acknowledges client's right to refuse.
5. Maintains non-judgmental attitude.
6. Adheres to agency schedules of activities.

LEARNING TASKS:

1. Discuss need of client to be involved in decisions regarding own welfare.
2. Demonstrate means of including client in decision-making, planning and activities.
3. Recall means of supporting client's strengths and independence (see D.9).
4. Identify ethical/legal aspects of client's rights to participate or refuse.
5. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.11 RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR

OBJECTIVE: The learner will respond in helpful ways in emotional situations, including those involving disruptive clients.

CRITERIA:

1. Maintains calm, non-judgmental attitude.
2. Recognizes emotional situations correctly.
3. Listens, comforts, supports or responds appropriately.
4. Communicates openly and honestly.
5. Prevents over-stimulation of client.
6. Prepares client for activities.
7. Withdraws if negative response continues.
8. Obtains appropriate assistance as required.
9. Reports incident appropriately.

LEARNING TASKS:

1. Discuss common emotional situations and feelings, e.g., fear, anxiety, anger, grief, depression, happiness, dying, etc.
2. Demonstrate attending skills (see G.6).
3. Demonstrate means of dealing helpfully with emotional situations, e.g., preparing client for activities, prevent over-stimulation, discuss openly and honestly, withdrawal, open communication, etc.
4. Recall ways of remaining calm and non-judgmental (see D.5).

D.11 CONT'D

SKILL: D.11 RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR (CONT'D)

5. Discuss situations which may occur when withdrawal would be appropriate.
6. Discuss emotional situations that may occur that are beyond the scope of the Homemaker.
7. State appropriate sources of assistance.
8. Recall procedure for documenting significant information (see E.19).
9. Recall means of maintaining a safe environment for the confused and disorientated client (see B.12).

SKILL: D.12 RESPECT RIGHTS AND DIGNITY OF CLIENT

OBJECTIVE: While performing duties, the learner will respect client's rights and dignity.

CRITERIA:

1. Encourages client to express needs.
2. Acknowledges client's opinions and feelings.
3. Encourages client to participate in his/her care within limitations of abilities.
4. Courteously accepts client's right to refuse.
5. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Discuss need for dignity and respect.
2. Describe client's rights, e.g., respect, dignity, refusal, inclusion in care, etc.
3. Demonstrate actions which indicate respect.
4. Discuss means of involving client in own care.
5. Recall ethical/legal aspects of client's rights to participate or refuse (see D.10).
6. Recall means of maintaining a non-judgmental attitude (see D.5).

SKILL: D.13 RECOGNIZE AND RESPOND APPROPRIATELY TO CLIENT'S SEXUAL IDENTITY

OBJECTIVE: The learner will respect and respond appropriately to the sexual identity of the client.

CRITERIA:

1. Respects client's feelings and opinions regarding his/her sexual identity.
2. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Describe structure and function of the reproductive tracts.
2. Describe growth and development of all ages, including the elderly, as it relates to sexual identity.
3. Discuss need for sexual activity of mentally and physically handicapped adults.
4. Discuss individual and cultural beliefs, attitudes, myths and values toward sexual concerns.
5. Discuss common beliefs, attitudes and myths toward sexual activity of physically and mentally handicapped and the elderly.
6. Discuss actions which promote sexual identity for the client, e.g., appropriate clothing, grooming, privacy.
7. Describe ethical factors related to assisting the client to maintain his sexual identity.
8. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.14 ADAPT COMMUNICATION FOR CLIENTS WITH SPECIAL NEEDS (e.g., VISION, HEARING, etc.)

OBJECTIVE: The learner will adapt own communication style to accommodate the client with communication disabilities.

CRITERIA:

1. Identifies correctly special communication needs, e.g., visually and/or hearing impaired, speech impaired, non-English, deaf, intellectually impaired.
2. Uses appropriate communication modifications, e.g., touch, gesture, written notes, interpreter, increased volume, pictures, etc.
3. Stimulates and encourages communication as appropriate.
4. Maintains patience.

LEARNING TASKS:

1. Define special communication needs, e.g., blindness, deafness, speech impairment, aphasic, elderly, very young, non-English speaking, dyslexia.
2. Demonstrate appropriate modifications for special communication needs, e.g., increased volume, altered vocabulary level, gestures, touch, written notes, pictures, short concise sentences, frequent repetition of key points, interpreter, etc.
3. Demonstrate means of stimulating and encouraging communication (see D.6).
4. Discuss effects of impatient responses and lack of persistence on communication.

SKILL: D.15 USE TOUCH TO COMMUNICATE CARE AND CONCERN

OBJECTIVE: The learner will appropriately use touch to communicate care and concern to the client.

CRITERIA:

1. Demonstrates appropriate judgment when touching client.
2. Respects client response to touch.

LEARNING TASKS:

1. Discuss growth and development as it relates to touch, e.g., need for trusting relationships.
2. Describe possible reactions to touch, e.g., reassurance, awareness of concern, distaste, etc.
3. Identify factors which affect reaction to touch, e.g., culture, environment, habit, age, emotional state, etc.
4. Describe own reaction to touching.
5. Describe alternate ways of communicating care and concern.

SKILL: D.16 ASSIST WITH ATTEMPTS TO DEAL WITH CLIENT DISORIENTATION

OBJECTIVE: The learner will assist with agency attempts to deal with client disorientation.

CRITERIA:

1. Correctly identifies disoriented client.
2. Follows verbal and/or handwritten directions (e.g., team conference) consistently.
3. Listens, comforts and supports, as appropriate.
4. Maintains calm, non-judgmental, patient attitude.
5. Obtains appropriate assistance as required.
6. Provides a safe environment.

LEARNING TASKS:

1. Define disorientation.
2. Describe conditions that may result in disoriented behaviour, e.g., chronic brain syndrome, alcoholism, mental handicap, dementias of the Alzheimer's type, drug abuse through medication or illegal drugs, overmedication or interaction of medications, etc.
3. Describe and discuss programs and methods that attempt to deal with client disorientation, e.g., reality orientation, remotivation, fantasy/validation therapy, reminescence, etc.
4. Demonstrate means of attending to emotional well-being of the individual, e.g., listening, comforting.
5. Demonstrate means of attending to physical well- being of individual, e.g., comforting.
6. Discuss importance of consistency in following plan selected.

D.16 CONT'D

SKILL: D.16 ASSIST WITH ATTEMPTS TO DEAL WITH CLIENT DISORIENTATION (CONT'D)

7. Recall means of providing a safe environment for the confused and disorientated person (see B.12).

8. Recall means of maintaining calm, non-judgmental, patient attitude (see D.5).

9. Discuss common reactions of the disoriented individual to impatient explanations and behaviour.

10. Discuss situations that indicate further assistance is necessary, e.g., client hostility, wandering away, abusive behaviour.

SKILL: D.17 RESPECT RIGHTS, NEEDS AND INTERESTS OF THE FAMILY

OBJECTIVE: The learner will respect the rights, needs and interests of the client's family.

CRITERIA:

1. Acknowledges rights, feelings and interests of the client's family.
2. Follows agency policies and procedures which pertain to family involvement in care.
3. Explains care given thoroughly and concisely.
4. Orientates family members to schedule.
5. Includes family in decision-making.
6. Offers emotional support to family, as necessary.
7. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Discuss role of the family in growth and development.
2. Discuss family rights in homemaking situations.
3. Describe possible effects of stress, illness or possible institutionalization on family members.
4. Describe agency policy/procedures which relate to family involvement.
5. Demonstrate means of accommodating family members, i.e., explanations of care and schedule, including family in decision-making, supporting the family.
6. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.18 BECOME ACQUAINTED WITH FAMILY MEMBERS

OBJECTIVE: The learner will correctly recognize and appropriately address family members of a client.

CRITERIA:

1. Introduces self to family members.
2. Identifies family relationships correctly.
3. Encourages conversation between client and family members as appropriate.
4. Observes behaviour of family members during visits.

LEARNING TASKS:

1. Describe role and function of the family and family members.
2. Discuss possible reactions of a family to the introduction of a Homemaker in the home, e.g., defensiveness, manipulation, dependency, etc.
3. Demonstrate ways of becoming acquainted with family members, e.g., introduction, observation, inclusion in care, etc.

SKILL: D.19 ENCOURAGE FAMILY PARTICIPATION IN ACTIVITIES AND CARE

OBJECTIVE: The learner will assist in encouraging family members to participate in the activities and care of the client.

CRITERIA:

1. Obtains information from family regarding client, as appropriate.
2. Includes family in conversation with individual.
3. Adjusts care within schedule limitations to promote family participation.
4. Compliments family members on attempts to participate.
5. Respects right of family member to not participate.

LEARNING TASKS:

1. Describe role of family participation for the client.
2. Describe care and activities appropriate to family participation.
3. Demonstrate means of encouraging and supporting family members in attempts at care.
4. Discuss schedule problems which may be encountered by the family, i.e. shift work, baby-sitting problems, etc.
5. Describe means of arranging care and activities to facilitate family participation, e.g., re-arranging order of care.
6. State policies/procedures which may affect schedule changes.
7. State ethical/legal aspects of family participation in care.

SKILL: D.20 DEMONSTRATE JOB-FINDING SKILLS

OBJECTIVE: The learner will demonstrate job-finding skills as appropriate for a graduate Homemaker.

CRITERIA:

1. Identifies job sources correctly.
2. Prepares routine application forms, resumes and letters correctly.
3. Displays appropriate behaviour prior to and during a job interview:
   - on time
   - proper grooming
   - good communication skills

LEARNING TASKS:

1. Discuss possible job sources available in local community.
2. Discuss usual questions on job application form.
3. Discuss job application forms as it relates to human rights.
4. Demonstrate appropriate behaviour for job interview, e.g., on time, preparation, etc.

COMPETENCY GROUP E

WORK RESPONSIBLY

SKILLS:

E.1 Maintain own physical and mental health and hygiene practices

E.2 Maintain appropriate grooming and appearance

E.3 Practise body mechanics

E.4 Perform duties with regard to personal health and safety

E.5 Follow policies and procedures accurately

E.6 Demonstrate puntuality, dependability and integrity

E.7 Maintain confidentiality

E.8 Report questionable practices

E.9 Observe ethical and legal responsibilities

E.10 Follow instructions and directions

E.11 Use communication devices appropriately

E.12 Seek information about client before proceeding with care

E.13 Affirm client's consent before carrying out care

E.14 Give priority to the welfare of the client

E.15 Apply problem-solving process

E.16 Organize personal assistance routines with client

E.17 Work cooperatively and share information with team members

E.18 Report to and consult with supervisor appropriately

E.19 Report/record relevant actions and observations

CONT'D

COMPETENCY GROUP E

WORK RESPONSIBLY

SKILLS: (CONT'D)

E.20 Respect client's personal belongings and environment

E.21 Maintain security (e.g., reporting strangers, protecting valuables, etc.)

E.22 Recognize need for ongoing development

SKILL: E.1 MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES

OBJECTIVE: In all course and work-related areas, the learner will maintain for himself/herself good physical and mental health, and hygienic practices.

CRITERIA:

1. Practises medical asepsis.
2. Maintains appropriate nutrition.
3. Maintains good dental hygiene.
4. Maintains personal hygiene, i.e. cleanliness, use of deodorant.
5. Adheres to schedule of adequate rest and activity.
6. Reports illness promptly to appropriate individual.

LEARNING TASKS:

1. Describe health.
2. Describe good health practices, e.g., nutrition, rest, mobility, pap smear, breast check, blood pressure monitoring, etc.
3. Demonstrate good mental health practices, e.g., recreational and diversional activities.
4. Discuss own stress management.
5. Demonstrate good hygienic practices, e.g., personal cleanliness, dental hygiene, laundering, use of deodorant, etc.
6. Discuss medical asepsis as it relates to health and hygiene practices.
7. Demonstrate proper body mechanics.
8. Discuss importance of role-modelling health practices for the homemaker.

E.1 CONT'D

SKILL: E.1 MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES (CONT'D)

9. Discuss possible effects of not reporting illness promptly, e.g., infection of clients and family, inability to complete assignments, etc.
10. Define and describe common communicable disease.
11. Demonstrate reporting of illness to appropriate individual, e.g., instructor, supervisor.

SKILL: E.2 MAINTAIN APPROPRIATE GROOMING AND APPEARANCE

OBJECTIVE: The learner will follow agency, college and W.C.B. policies regarding grooming and appearance.

CRITERIA:

1. Practises appropriate grooming regarding hair and fingernail length, jewelry, cosmetics, perfume.
2. Dresses appropriately, e.g., cleanliness, skirt length, shoe height, condition of hose.
3. Adheres to W.C.B. rules and regulations governing footwear of health care workers.

LEARNING TASKS:

1. Demonstrate appropriate health care and grooming practices, e.g., use of cosmetics, jewelry, perfume, hair and fingernail length, etc.
2. Demonstrate appropriate health care dress practices, e.g., cleanliness, skirt length, shoe height, type of footwear, etc.
3. State Workers' Compensation Board rules and regulations governing footwear of health care workers.
4. Select appropriate clothing for different activities.
5. Discuss effects of home/health care team members' appearance on the client.

SKILL: E.3 PRACTISE BODY MECHANICS

OBJECTIVE: The learner will use correct body mechanics for himself/herself.

CRITERIA:

1. Positions self for balance, alignment, proper weight distribution and safety.
2. Uses strongest muscles for lifting.
3. Keeps back straight, tilts pelvis.
4. Turns by pivoting.
5. Works at comfortable height.
6. Faces work.
7. Lifts objects close to body.

LEARNING TASKS:

1. Define body mechanics.
2. Demonstrate basic rules of proper body mechanics.
3. Discuss body structure and function as it relates to posture and body mechanics.
4. Discuss growth and development as it relates to posture and body mechanics.
5. Identify common causes of poor posture and body mechanics, e.g., poor self-esteem, peer pressure, ignorance, habit.
6. Describe possible effects of not using proper body mechanics, e.g., back injuries.

SKILL: E.4 PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY

OBJECTIVE: While performing duties, the learner will follow safety rules and maintain own health practices.

CRITERIA:

1. Identifies unsafe situations correctly.
2. Initiates prompt action to correct situation or prevent harm.
3. Prevents health and safety hazards:
   - identifies faulty equipment
   - ensures regular housekeeping
   - wipes up spills
   - practises medical asepsis
   - uses proper body mechanics
4. Performs skills only when personal health and safety are not jeopardized.
5. Recognizes own limitations.

LEARNING TASKS:

1. Describe possible health and safety hazards, e.g., communicable diseases, aggressive clients, lifting heavy clients, spills, equipment hazards, etc.
2. Demonstrate means of preventing health and safety hazards, e.g., regular equipment checks, regular housekeeping, wiping up spills.
3. Demonstrate appropriate health practices, e.g., medical asepsis, body mechanics (see E.1, E.3).
4. Discuss medical asepsis as it relates to health practices, e.g., handwashing, care of discharges and excretion.

E.4 CONT'D

SKILL: E.4 PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY (CONT'D)

5. Discuss possible effects of performing skills when conditions are unsafe.
6. Discuss effects of performing skills using improper techniques, e.g., poor body mechanics.
7. Discuss means of attending to unsafe conditions, e.g., wipe up spills, seek extra help, reporting faulty equipment, etc.
8. Discuss possible physical and emotional unsafe situations that may occur beyond own level of personal competence and capabilities.
9. Recall procedure for documenting significant information (see E.19).

SKILL: E.5 FOLLOW POLICIES AND PROCEDURES ACCURATELY

OBJECTIVE: The learner will function within the organizational policies and procedures of the agency and college.

CRITERIA:

1. Attends carefully to instructions or directions.
2. Demonstrates understanding of written or verbal directions.
3. Takes appropriate action.
4. Seeks clarification when unsure.

LEARNING TASKS:

1. Identify the differences between policies and procedures.
2. Identify common components of personnel policies.
3. State common organizational patterns.
4. Identify lines of authority and communication.
5. Describe college policies as related to student behaviour, e.g., exams, missed classes, smoking.
6. Describe agency policies as related to student behaviour, e.g., eating and smoking, dress code, etc.
7. Demonstrate proper understanding of policies and procedures.
8. Describe rights and responsibilities of the employer.
9. Describe rights and responsibilities of the employee.
10. Discuss legal/ethical aspects of adherence to policies, etc. in skill performance.
11. Identify causes for dismissal or disciplinary action.

HOMEMAKER TRAINING PROGRAM

SKILL: E.6 DEMONSTRATE PUNCTUALITY, DEPENDABILITY AND INTEGRITY

OBJECTIVE: The learner will be punctual, dependable and show integrity in all course and work-related areas.

CRITERIA:

1. Arrives on time.
2. Adheres to assigned break periods.
3. Completes assignments on time.
4. Follows policies and procedures.
5. Reports pertinent information truthfully.
6. Reports appropriately when unable to attend.

LEARNING TASKS:

1. Define punctuality, dependability and integrity.
2. Describe agency policies and procedures as they relate to punctuality, dependability and integrity.
3. Describe legal/ethical concerns as related to punctuality, dependability and integrity.
4. Demonstrate punctuality, dependability and integrity.
5. Recall reporting procedure (see E.19).

SKILL: E.7 MAINTAIN CONFIDENTIALITY

OBJECTIVE: The learner will recognize and maintain confidentiality in all areas relating to the client.

CRITERIA:

1. Shares confidential information only with appropriate health/human service personnel.
2. Selects suitable setting and manner for discussing confidential information.

LEARNING TASKS:

1. Define confidential information.
2. Describe appropriate health, human service personnel.
3. Discuss ethical/legal aspects of confidential information.
4. Demonstrate appropriate handling of confidential information.

SKILL: E.8 REPORT QUESTIONABLE PRACTICES

OBJECTIVE: In all course or work-related areas, the learner will report questionable actions and/or situations to supervisor or a responsible person.

CRITERIA:

1. Recognizes questionable actions and/or situations consistently.
2. Reports questionable actions and/or situations promptly, following correct procedure.

LEARNING TASKS:

1. Define questionable actions/situations.
2. Discuss examples of possible questionable practices that could be encountered in the home, e.g., verbal or physical abuse of family member, failure of previous homemaker to comply with rules, etc.
3. Discuss legal/ethical aspects of reporting questionable practices.
4. Demonstrate procedure for reporting questionable practices.

SKILL: E.9 OBSERVE ETHICAL AND LEGAL RESPONSIBILITIES

OBJECTIVE: The learner will perform duties within ethical and legal parameters.

CRITERIA:

1. Consistently follows agency and college policies and procedures.
2. Recognizes situations exceeding legal parameters.
3. Takes appropriate action when requested by others to perform activities outside of legal parameters.

LEARNING TASKS:

1. Define:
   negligence
   slander
   libel
   liability
   assault
   battery
   invasion of privacy
   false imprisonment
2. Describe legal implications as related to the homemaker in selected situations, e.g., witnessing documents, taking telephone orders, transporting clients in car, physical and verbal abuse by family member.
3. Describe legal/ethical implications of performing skills beyond range of personal competence and outside of job descriptions.
4. Discuss client's rights, e.g., privacy, information, respect, confidentiality.
5. Describe own legal responsibilities when caring for others.
6. Demonstrate professional standards of behaviour.
7. Discuss personal standards of behaviour: ethical, social and aesthetic.
8. State action to take when requested to perform duties outside of legal parameters.
9. Discuss personal and role limitations.

SKILL: E.10 FOLLOW INSTRUCTIONS AND DIRECTIONS

OBJECTIVE: The learner will correctly follow instructions and directions.

CRITERIA:

1. Attends carefully to instructions or directions.
2. Takes appropriate action.
3. Seeks clarification when unsure.

LEARNING TASKS:

1. Demonstrate communication skills related to following verbal directions.
2. State ethical/legal aspects of following directions.
3. State usual sources of written directions, e.g., assignment sheet, special diet sheets, etc.

SKILL: E.11 USE COMMUNICATION DEVICES APPROPRIATELY

OBJECTIVE: Given communication devices commonly found in a home, the learner will use and respond to telephone, intercom, etc.

CRITERIA:

1. Responds promptly to telephone and intercom.
2. Identifies self appropriately.
3. Records messages and refers calls accurately.
4. Avoids personal use of telephone.

LEARNING TASKS:

1. Discuss appropriate name identification when answering telephone or intercom.
2. Discuss telephone etiquette.
3. Describe appropriate means of message taking and referral, e.g., notes, privacy.
4. Demonstrate proper handling of communication devices and telephone messages.

SKILL: E.12 SEEK INFORMATION ABOUT CLIENT BEFORE PROCEEDING WITH CARE

OBJECTIVE: The learner will gather appropriate information about the client from usual information sources before proceeding with care.

CRITERIA:

1. Uses agency method, e.g., verbal information and related written material, to gain information pertinent to care.
2. Listens attentively in team conferences for client information.
3. Obtains pertinent information from the client prior to care.

LEARNING TASKS:

1. Discuss ethical/legal aspects of being well informed before giving care.
2. Describe sources of information, e.g., client, team conference, supervisor, health care team.
3. Discuss safety as it relates to informed care.
4. Discuss care planning.
5. Discuss value of using care plans, e.g., consistency, safety, etc.
6. Demonstrate appropriate gathering of information before proceeding with care.

SKILL: E.13 AFFIRM CLIENT'S CONSENT BEFORE CARRYING OUT CARE

OBJECTIVE: The learner will affirm the client's verbal consent before carrying out interventions.

CRITERIA:

1. Explains proposed care correctly.
2. Enlists client's cooperation and participation, by positive means only.
3. Identifies correctly situations where the client may be unable to give consent.
4. Accepts client's right to refuse.

LEARNING TASKS:

1. Define consent.
2. Discuss ethical/legal aspects of consent affirmation.
3. Demonstrate positive means of affirming consent.
4. Discuss situations where consent may be impossible to attain, e.g., coma, confusion, aphasia, emotionally distressed, child.
5. Recall rights of client (see D.12).
6. Discuss action to be taken in the event of the refusal of essential care.

SKILL: E.14 **GIVE PRIORITY TO THE WELFARE OF THE CLIENT**

OBJECTIVE: The learner will give priority to the welfare of the client.

CRITERIA:

1. Includes client, as able, in care planning and delivery.
2. Ensures comfort, cleanliness and safety of the client consistently.
3. Provides highest standard of care possible within realities of the situation.
4. Identifies own personal and role limitations correctly.
5. Obtains assistance as needed.

LEARNING TASKS:

1. Discuss homemaker/client relationship.
2. Describe ethical/legal aspects of client care.
3. Recall client's rights (see D.12).
4. Discuss range of acceptability of standards of care as it relates to own personal and professional standard of behaviour.
5. Describe how client's welfare may be protected, e.g., client's inclusion in decision-making, safety checks on equipment and appliances.
6. Describe possible effects of how lack of self-discipline in homemaker's personal activities may affect job performance, e.g., tired and unfit for work, late for or missing conferences and inservice, discussing own personal problems at work, etc.
7. Discuss sources of assistance, e.g., library, procedure manual, instructor, supervisor, etc.
8. Discuss means of seeking assistance, e.g., informing supervisor if unable to complete duties.

SKILL: E.15 APPLY PROBLEM-SOLVING PROCESS

OBJECTIVE: The learner will plan, implement, evaluate and revise action, as necessary, when performing duties.

CRITERIA:

1. Identifies goal or problem.
2. Obtains pertinent information.
3. Selects plan of action.
4. Implements plan.
5. Evaluates plan effectiveness.
6. Makes revisions as required.

LEARNING TASKS:

1. Describe problem-solving process.
2. Define goal, long-term objective, short-term objective.
3. Identify appropriate sources of information, e.g., client, family, health care team members, etc.
4. Describe importance of involving the client when applying the problem-solving process in client care.
5. Identify areas requiring evaluation, e.g., results expected, client response, goal achievement, plan completion, etc.
6. Describe team conference as related to the problem-solving process.
7. Discuss the problem-solving process as related to care plans.

SKILL: E.16 ORGANIZE PERSONAL ASSISTANCE ROUTINES WITH CLIENT

OBJECTIVE: The learner will assist the client, within limitations of his/her ability, to organize his/her personal assistance routines.

CRITERIA:

1. Identifies care needs correctly.
2. Respects client's priorities and preferences.
3. Assists client in planning personal assistance routines.
4. Considers limitations of client, agency policy and procedures.

LEARNING TASKS:

1. Describe personal assistance routines common to client.
2. Describe human needs as related to need for independence.
3. Define priority as it relates to personal assistance needs.
4. Demonstrate means of showing respect to the client (see D.12).
5. Demonstrate tactful means of organizing personal assistance routines with client.
6. Describe factors which may alter care schedules, e.g., staff shortages, equipment needed, activities scheduled, agency policies, etc.

SKILL: E.17 WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS

OBJECTIVE: The learner will work and share information as a team member in order to improve client care and/or work performance.

CRITERIA:

1. Carries out own assignments responsibly.
2. Recognizes other's need for assistance.
3. Offers or responds to assistance willingly.
4. Shares appropriate information.
5. Participates in care-planning and team conference activities.
6. Recognizes areas of competence and areas which require improvements.

LEARNING TASKS:

1. Describe health care team.
2. Identify roles and responsibilities of team members, e.g., supervisors, assessment nurse, physiotherapist, etc.
3. Discuss interrelationship between roles and responsibilities within the health care team.
4. Discuss group dynamics related to cooperation.
5. Demonstrate techniques for cooperation and information sharing.
6. Discuss relationship between working cooperatively in lab/classroom settings, and role as a team member.
7. Describe situations in which assistance is commonly required.

E.17 CONT'D

SKILL: E.17 WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS (CONT'D)

8. Discuss situations when offering assistance is not appropriate, e.g., not within homemaker personal and role capabilities, situations unsafe to health and safety of client, lack of completion of own assignment, etc.
9. Discuss the purpose of a team conference.
10. Describe means of participating in team conference, e.g., regular attendance, active listening, contributions of ideas, etc.
11. Discuss means of accepting criticism in a positive manner.

SKILL: E.18 REPORT TO AND CONSULT WITH SUPERVISOR APPROPRIATELY

OBJECTIVE: When performing duties, the learner will report to and consult with the supervisor and/or instructors.

CRITERIA:

1. Identifies own limitations and need for assistance correctly.
2. Obtains guidance from supervisor as necessary.
3. Reports significant information to appropriate person, promptly and at appropriate place.
4. Communicates in a pleasant and accepting manner.

LEARNING TASKS:

1. State responsibilities and limitations of the homemaker.
2. Describe lines of communication.
3. Identify immediate supervisor.
4. Recall means of seeking guidance and assistance (see E.17).
5. Demonstrate process of reporting and consulting, e.g., appropriate time, place and manner.
6. Discuss legal responsibilities associated with record-keeping.
7. Demonstrate a positive manner when accepting criticism (see D.2).

SKILL: E.19 REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS

OBJECTIVE: While performing duties, the learner will record and/or report relevant information appropriately.

CRITERIA:

1. Correctly identifies relevant observations for recording.
2. Completes forms or reports as required.
3. Records information concisely, legibly and objectively in appropriate place.

LEARNING TASKS:

1. Define objective reporting.
2. Describe characteristics of appropriate information to be reported/recorded, e.g., factual, objective, concise, non-judgmental, relevant, etc.
3. Describe usual agency policy regarding completing forms or reports, e.g., incident, illness, work orders, etc.
4. Identify ethical/legal responsibilities involved in reporting and recording.
5. Discuss usual communication methods in the agency, e.g., reporting, recording.
6. Demonstrate use of reporting and recording methods.
7. State need for documenting (orally or in writing), observations and treatments.
8. Define the lines of communication of the health care team.

E.19 CONT'D

SKILL: E.19 REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS (CONT'D)

9. Discuss purpose for record-keeping, e.g., communication, evaluation, administration, legal documentation.
10. Identify factors which may interfere with accurate record-keeping, e.g., lack of awareness, haste, misuse of terminology or abbreviations, poor writing and spelling, poor language use, etc.
11. Discuss possible effects of illegible handwriting, poor grammar.

SKILL: E.20 RESPECT CLIENT'S PERSONAL BELONGINGS AND ENVIRONMENT

OBJECTIVE: The learner will respect the client's personal belongings and environment.

CRITERIA:

1. Obtains permission to enter personal space, e.g., room, cupboards, etc.
2. Handles personal belongings with care.
3. Obtains consent from client before re-arranging his/her environment or belongings.

LEARNING TASKS:

1. Demonstrate methods of confirming permission to enter private environment and handle personal belongings.
2. Discuss security and safety of personal belongings.
3. Discuss personal space as it relates to need for emotional security.
4. Discuss importance of client's collaboration in area of personal space.
5. Discuss ethical/legal issues relating to personal belongings and environment.
6. Discuss role of personal belongings in meeting emotional and security needs of an individual.
7. Discuss need to report presence of objects which may be harmful to individual or others.

SKILL: E.21 MAINTAIN SECURITY (e.g., REPORTING STRANGERS, PROTECTING VALUABLES, etc.)

OBJECTIVE: While performing duties, the learner will maintain the security and safety of the client.

CRITERIA:

1. Follows agency policies/procedures regarding care of belongings and valuables, reporting strangers, locking appropriate entrances and storage areas.
2. Encourages client and/or family to store valuables safely.
3. Recognizes and reports strangers in environment.
4. Consistently follows security precautions according to agency policy and client's wishes, e.g., entrance doors locked.
5. Checks client and environment regularly.

LEARNING TASKS:

1. Define security.
2. Describe usual security policies.
3. Demonstrate use of security measures, e.g., locking appropriate entrances, locking appropriate lockers or storage areas, checking out strangers, etc.
4. Discuss problems of maintaining security in the home, e.g., forgetful client, wandering and confused client, lack of communication with families, client mistrust of bank, etc.
5. Discuss community resources that may assist in maintaining security, e.g., neighbourhood watch, block parents, police patrol, telephone contacts.

SKILL: E.22 RECOGNIZE NEED FOR ONGOING DEVELOPMENT

OBJECTIVE: The learner will utilize opportunities to improve skills and knowledge in professionally related areas.

CRITERIA:

1. Recognizes own strengths and weaknesses.
2. Pursues learning experiences.
3. Reads current journals and articles.
4. Responds positively when areas requiring improvement are indicated.
5. Participates positively in performance evaluation.

LEARNING TASKS:

1. Demonstrate essential skills of a homemaker.
2. Demonstrate desirable attributes of a homemaker.
3. Discuss ethical/legal aspects of maintenance of skills and knowledge.
4. Demonstrate means of maintaining and improving skills and knowledge, e.g., requesting assistance in upgrading, regular practice, supervision for reinforcement, reading current journals and articles, attending inservice and continuing education programs.
5. Identify possible causes of skill performance deterioration, e.g., illness, extended absence, lack of responsibility, etc.
6. Describe difference between evaluation for administrative use and for self-growth.

COMPETENCY GROUP F

HANDLE EMERGENCY SITUATIONS

SKILLS:

F.1 Apply general first-aid procedures (e.g., rest, warmth, re-assurance. get medical help)

F.2 Attend to and report minor injuries

F.3 Assist a person who is choking

F.4 Assist a person who is vomiting

F.5 Assist a person who is convulsing

F.6 Control external bleeding

F.7 Assist the individual who is experiencing symptoms of common maladies, e.g., cold, flu, etc.

F.8 Cope with unanticipated occurences, e.g., falls, wanderers, disappearances

F.9 Operate fire extinguishers

F.10 Summon appropriate assistance

SKILL: F.1 APPLY GENERAL FIRST-AID PROCEDURES (e.g., REST, WARMTH, RE-ASSURANCE, GET MEDICAL HELP)

OBJECTIVE: Given a simulated or actual emergency situation, the learner will promptly apply, as necessary, general first-aid measures.

CRITERIA:

1. Assesses client condition: breathing, bleeding, pain, loss of function of bodily parts, anxiety.
2. Applies basic first-aid measures in order of priority.
3. Assists breathing.
4. Controls bleeding.
5. Provides re-assurance, rest and warmth.
6. Prevents further injuries.
7. Obtains appropriate help promptly.

LEARNING TASKS:

1. Demonstrate means of assessing accident victim, e.g., check for breathing, check for bleeding, pain, loss of function of bodily parts, anxiety, etc.
2. Demonstrate basic first-aid measures: assist breathing, control of bleeding, re-assurance, rest, warmth, summon medical help, prevention of further injuries.
3. Demonstrate basic first-aid measures in order of priority.
4. Identify situations where basic first-aid measures are applicable, e.g., falls, accidents, etc.
5. Identify sources of further assistance, e.g., supervisor, medical personnel, ambulance.
6. Describe possible effects of not seeking medical aid promptly, e.g., hemorrhage.

SKILL: F.2 ATTEND TO AND REPORT MINOR INJURIES

OBJECTIVE: Given a simulated or actual emergency situation, the learner will attend to minor injuries.

CRITERIA:

1. Assesses injury.
2. Applies hot or cold, as appropriate.
3. Applies pressure or bandage, as appropriate.
4. Immobilizes body or limb, as appropriate.
5. Obtains further aid, as necessary.

LEARNING TASKS:

1. Recall means of assessing injuries (see F.1).
2. Describe minor injuries, e.g., insect stings, bruises, bumps, cuts, etc.
3. Demonstrate care of minor injuries, e.g., cold or hot application, application of pressure, application of bandage, immobilization.
4. Identify appropriate referral personnel, e.g., personal physician, supervisor, etc.
5. Recall appropriate documentation and form completion (see E.19).

SKILL: F.3 ASSIST A PERSON WHO IS CHOKING

OBJECTIVE: Given a simulated or actual choking victim, the learner will give appropriate assistance to the victim.

CRITERIA:

1. Assesses client condition: colour, anxiety.
2. Determines client ability to speak.
3. Summons assistance, as necessary, according to agency policy.
4. Performs procedures to halt choking.
5. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Demonstrate means of assessing choker, e.g., colour, inability to speak, anxiety, etc.
2. Describe common causes of choking, e.g., excessive activity while eating, improper chewing, difficulty swallowing, etc.
3. Discuss body structure and function as it relates to choking.
4. Demonstrate procedure for assisting choker, according to agency policy.
5. Identify factors which may interfere with assistance of choker, e.g., individual panic, crowds of onlookers, etc.
6. Discuss further sources of assistance, e.g., medical help, special equipment, i.e., suction, oxygen.
7. Define cyanosis, aspiration.
8. Discuss respiratory arrest, airway obstruction.
9. Recall procedure for documenting significant observations (see E.19).

SKILL: F.4 ASSIST A PERSON WHO IS VOMITING

OBJECTIVE: Given a simulated or actual vomiting individual, the learner will provide for the safety, comfort and cleanliness of the individual.

CRITERIA:

1. Positions and supports individual to prevent aspiration.
2. Provides and periodically replaces emesis container.
3. Places cool cloth on forehead.
4. Encourages slow deep abdominal breathing.
5. Gives mouth care.
6. Obtains assistance, as necessary.
7. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Discuss body structure and function as it relates to vomiting.
2. Describe common causes of vomiting, e.g., food intolerance, influenza, gastritis, etc.
3. Describe safety measures as related to vomiting individual, e.g., prevent aspiration.
4. Demonstrate techniques for providing comfort to the vomiting individual, e.g., cool cloth on forehead, slow deep abdominal breathing, removal and disposal of emesis, privacy, fresh air, etc.
5. Demonstrate hygiene measures, e.g., washing, mouth care, etc.

F.4 CONT'D

SKILL: F.4 ASSIST A PERSON WHO IS VOMITING (CONT'D)

6. Discuss situations when further assistance may be required, e.g., aspiration, prolonged vomiting.

7. Discuss sources of further assistance: supervisor, special equipment.

8. Describe observations to be made on emesis, e.g., amount, colour, contents, etc.

9. Recall procedure for documenting significant observations (See E.19).

SKILL: F.5 ASSIST A PERSON WHO IS CONVULSING

OBJECTIVE: Given a simulated or actual individual who is convulsing, the learner will provide for the safety and comfort of the individual.

CRITERIA:

1. Recognizes signs of convulsion.
2. Ensures adequate space and privacy.
3. Removes nearby furniture.
4. Obtains assistance, as necessary.
5. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Discuss types and signs of seizures, e.g., petit mal, grand mal.
2. Demonstrate means of assisting individual who is convulsing, e.g., adequate space, privacy, protection from injury, removal of nearby furniture, etc.
3. Describe indications for further assistance, e.g., prolonged seizure, injury to the individual, etc.
4. Describe sources of further assistance, e.g., supervisor, medical personnel.
5. Describe procedure for documenting convulsions, e.g., seizure log.

SKILL: F.6 CONTROL EXTERNAL BLEEDING

OBJECTIVE: Given a simulated or actual bleeding victim, the learner will apply appropriate measures to control external bleeding.

CRITERIA:

1. Assesses bleeding site.
2. Applies direct pressure to site, as appropriate.
3. Elevates part, where possible.
4. Applies cold, as appropriate.
5. Applies bandage, as appropriate.
6. Obtains appropriate assistance.
7. Documents significant observations according to correct procedures.

LEARNING TASKS:

1. Recall means of assessing injuries (see F.1).
2. Discuss body structure and function as it relates to bleeding.
3. Demonstrate measures to control bleeding, e.g., application of direct pressure, elevation of part, application of cold, immobilization.
4. Describe means of immobilizing wounds, e.g., bandage, application of sling, splints, etc.
5. Describe factors which may interfere with ability to control bleeding, e.g., wound size, lack of individual's cooperation.
6. Discuss sources of further assistance, e.g., supervisor, medical personnel, ambulance, etc.
7. Discuss appropriate documentation and form completion.

SKILL: F.7 ASSIST THE INDIVIDUAL WHO IS EXPERIENCING SYMPTOMS OF COMMON MALADIES, e.g., COLD, FLU, etc.

OBJECTIVE: The learner will provide for the comfort of the individual experiencing symptoms of common maladies.

CRITERIA:

1. Provides rest, warmth, fluids and appropriate diet.
2. Positions appropriately.
3. Applies tepid sponges appropriately.
4. Correctly disposes of wastes, e.g., tissues.
5. Obtains further assistance as necessary.
6. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Demonstrate the use of common health remedies for common maladies, e.g., provision for rest, warmth, fluids, appropriate diet, appropriate positioning, tepid sponges.
2. Discuss signs and care implications of cold, flu.
3. Discuss use of over-the-counter drugs and remedies for common maladies.
4. Describe effects of common maladies on the elderly and very young.
5. Recall means of providing hygiene and physical comfort (see C.2, C.4 and C.16).
6. Recall means of providing emotional comfort (see G.6).
7. Recall procedures for disposing waste appropriately (see B.9).
8. Describe symptoms indicating need for further attention, e.g., prolonged cold or flu symptoms, presence of blood in emesis, sputum or stool, pain, dyspnea, etc.

SKILL: F.8 COPE WITH UNANTICIPATED OCCURRENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES

OBJECTIVE: While carrying out duties, the learner will appropriately handle unanticipated occurrences such as wandering clients, falls and accidents.

CRITERIA:

1. Recognizes significance of unanticipated occurrence, e.g., deaths, fires, power failure, mechanical failure, wandering client.
2. Protects client and self.
3. Maintains calm behaviour.
4. Obtains appropriate assistance.
5. Reports significant observations.

LEARNING TASKS:

1. Discuss possible unanticipated occurrences.
2. Demonstrate means of handling unanticipated occurrences.
3. Discuss legal/ethical concerns as related to wandering client.
4. Describe evacuation routes and plans for unanticipated occurrences, e.g., fire escape plan.
5. Discuss means of protecting client and self, e.g., removal from room, floor or home, staying with client if wandering away, identi-card visible on wandering individual, etc.
6. Recall means of demonstrating calm behaviour (see D.5).
7. Describe possible effects of not remaining calm when dealing with unanticipated occurrences, e.g., client panic, fear, wasted time, further injury, etc.

F.8 CONT'D

SKILL: F.8 COPE WITH UNANTICIPATED OCCURRENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES (CONT'D)

7. Identify appropriate assistance for unanticipated occurrences, e.g., police, supervisor, fire dept., B.C. Hydro, ambulance, etc.
8. Describe documentation necessary in the event of unanticipated occurrences.

SKILL: F.9 OPERATE FIRE EXTINGUISHERS

OBJECTIVE: The learner will correctly operate various types of fire extinguishers.

CRITERIA:

1. Selects appropriate type of fire extinguishers for type of fire.
2. Activates extinguisher appropriately.
3. Aims extinguishers nozzle as per instructions set forth with extinguishers.
4. Discharges extinguisher appropriately.

LEARNING TASKS:

1. Identify common types of fire extinguishers used for various types of fires, e.g., dry chemical CO_2, water, soda.
2. Identify classes of fire, A, B, C, D.
3. Demonstrate means of operating fire extinguishers.
4. Identify locations of fire extinguishers in the home.

SKILL: F.10 SUMMON APPROPRIATE ASSISTANCE

OBJECTIVE: Given a real or simulated situation beyond personal or role limitations, the learner will summon appropriate assistance as necessary.

CRITERIA:

1. Recognizes individual's need for assistance.
2. Recognizes own need for assistance.
3. Responds to emergency situations promptly.
4. Sends co-worker, bystander or family member for assistance.
5. Uses telephone to request help, as appropriate.

LEARNING TASKS:

1. Discuss situations that may occur beyond learner's limitations or control, e.g., emergency situations, i.e., fire, injuries, disasters, unusual occurrences, etc.
2. Identify appropriate assistance for emergency situations.
3. Demonstrate means of summoning assistance in an emergency, e.g., telephone, sending co-worker, bystander, family member, etc.

COMPETENCY GROUP G

PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS

SKILLS:

G.1 Describe each stage of growth and development

G.2 Describe basic human needs

G.3 Describe effects of stress on human behaviour

G.4 Describe family's role in growth and development

G.5 Identify prevalent dysfunctional family patterns

G.6 Demonstrate a helping response appropriate to individuals and families

G.7 Identify nature of government and voluntary health and social service systems in B.C.

G.8 Assist clients who have disabilities with A.D.L., e.g., blind, deaf

G.9 Encourage recreational and diversional activities

G.10 Respond to client's request for religious activities

G.11 Observe, report and respond to changes in activity and behaviour patterns, pain and discomfort

G.12 Assist in meeting the needs of the dying person and his family

SKILL: G.1 DESCRIBE EACH STAGE OF GROWTH AND DEVELOPMENT

OBJECTIVE: At the level of the informed consumer, the learner will state in own words eight chronological stages of growth and development.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Define growth and development.
2. Identify eight chronological stages of growth and development.
3. Define developmental tasks.
4. Describe physical, emotional, psychological, and intellectual development of each stage.
5. Identify special needs of the older person.
6. Identify common limitations imposed by aging process.

SKILL: G.2 DESCRIBE BASIC HUMAN NEEDS

OBJECTIVE: At the level of the informed consumer, the learner will, using course manual as a guide, state in own words how the individual meets basic human needs.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Describe basic needs:
    - survival
    - protection
    - stimulation
    - love and belonging
    - esteem and achievement
2. Describe specific needs for each need level, e.g.:
    - survival, i.e. oxygen, food and fluids, elimination, rest and sleep, mobility.
    - protection, i.e., safety, cleanliness, freedom from pain, inflammatory response.
    - stimulation, i.e., activity, sex, sensory perception.
    - love and belonging, i.e., affection, closeness.
    - esteem and achievement, i.e., identity, recognition, accomplishment.
3. Describe the structure and function of the body as it relates to meeting basic needs, i.e.:
    - respiration, circulation, digestion, elimination, rest and sleep, mobility, temperature regulation, reproduction, pain response, anti-bodies.
4. Identify effects of age variation on meeting each basic need.

G.2 CONT'D

SKILL: G.2 DESCRIBE BASIC HUMAN NEEDS (CONT'D)

5. Discuss self-concept and personality as it relates to growth, development and meeting human needs.
6. Discuss role of spiritual beliefs or values as they relate to meeting human needs.
7. Discuss role of culture/ethnic beliefs as they relate to meeting human needs.

SKILL: G.3 DESCRIBE EFFECTS OF STRESS ON HUMAN BEHAVIOUR

OBJECTIVE: At the level of the informed consumer, using course manual as a guide, the learner will state in own words the effects of stress on human behaviour.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Define stress.
2. Describe ways in which stress affects each need level.
3. Describe positive effects of stress.
4. Describe negative effects of stress.
5. Discuss stresses the homemaker client may be responding to, e.g., separation, loss, illness, fear of institutionalization, fear of dying, loss of independence, etc.
6. Identify common reactions to separation and loss.
7. Describe common observable behaviour of a secure and insecure individual.
8. Discuss stress and stress management techniques related to needs of the learner.

SKILL: G.4 DESCRIBE FAMILY'S ROLE IN GROWTH AND DEVELOPMENT

OBJECTIVE: At the level of the informed consumer and using course manual as a guide, the learner will state in own words the role of the family in growth and development.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Identify roles and function of the family and family members.
2. Describe family life-style patterns, i.e., structure, size, cultural patterns, trends, values.
3. Identify family relationships as they relate to development of members.
4. Identify common family life stages and developmental tasks of each stage.
5. Identify impact of family interaction patterns on the family unit and on the individual's self-esteem and socialization.
6. Discuss possible effect of institutionalization or disabling conditions of a family member on a family.

SKILL: G.5 IDENTIFY PREVALENT DYSFUNCTIONAL FAMILY PATTERNS

OBJECTIVE: At the level of the informed consumer and using the course manual as a guide, the learner will identify prevalent dysfunctional family patterns.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Describe family life-style patterns.
2. Describe common authority patterns.
3. Describe effective parenting techniques, i.e., behaviour management, discipline.
4. Describe possible effects on family members of failure of family or its members to perform family roles.
5. Identify signs and care implications associated with dysfunctional family member(s) suffering from:

    - drug and alcohol abuse
    - abuse and neglect of family members
    - depression
    - social isolation
    - criminal behaviour
    - disabling conditions of members
    - legal intervention

6. Describe role and responsibilities of the homemaker to wards of the Court, the dysfunctional family and the agency.
7. Discuss legislative acts and statutes as they relate to families, e.g., apprehension, financial assistance, probation, Foster Care placement.

SKILL: G.6 DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES

OBJECTIVE: While performing work-related duties, the learner will respond in a helpful manner to the client, his/her family and friends.

CRITERIA:

1. Indicates interest in client, family and friends.
2. Maintains eye contact and appropriate facial expression.
3. Uses gestures and touch appropriately.
4. Maintains an open posture.
5. Listens, comforts, supports and responds appropriately.
6. Obtains assistance as required.

LEARNING TASKS:

1. Demonstrate means of providing opportunity for self-expression of the client and others, e.g., indicating interest, attending skills, body language, patience.
2. Demonstrate attending skills, e.g., eye contact and facial expression, gestures, touch, posture, voice, use of space, etc.
3. Describe empathy as it relates to helpful responses.
4. Demonstrate appropriate use of touch with the client and others, i.e., holding infants and children, touching individual to indicate concern (see D.15).
5. Demonstrate appropriate body language, i.e., gestures, posture, use of space.

G.6 CONT'D

SKILL: G.6 DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES (CONT'D)

6. State role limitations of the homemaker.
7. Describe agency policy/procedures regarding seeking assistance.
8. Identify local community support systems and services for the family as necessary.
9. Discuss roles and responsibilities of other health care team members and local community support systems and services.
10. Discuss life skills.
11. Recall means of maintaining a non-judgmental attitude (see D.5).
12. Describe possible effects on clients and others of a judgmental homemaker.

SKILL: G.7 IDENTIFY NATURE OF GOVERNMENT AND VOLUNTARY HEALTH AND SOCIAL SERVICE SYSTEMS IN B.C.

OBJECTIVE: The learner will correctly identify the spectrum of health/human services available in B.C.

CRITERIA:

1. Identifies role and responsibilities of health/human services agencies in B.C. correctly.
2. Identifies role that health/human services play in client care correctly.

LEARNING TASKS:

1. Identify roles and responsibilities of various agencies which provide health care needs, e.g., doctor's offices, hospitals, health units, public colleges.
2. Describe major long-term care services available.
3. Identify role, function and services of Ministry of Human Resources, regarding children, financial assistance, mentally handicapped.
4. Identify role, function and services of Mental Health Services.
5. Identify role, function and services of various Indian Bands.
6. Identify services provided by various local Indian Bands.
7. Describe agencies commonly available to meet social service needs, e.g., counselling needs.
8. Identify relationships between a homemaker agency and M.H.R., Home Nursing Care Program, Mental Health, Long Term Care Program.
9. Discuss voluntary community resources available in the community.

SKILL: G.8 **ASSIST CLIENTS WHO HAVE DISABILITIES WITH A.D.L., e.g., BLIND, DEAF**

OBJECTIVE: The learner will assist clients to perform activities of daily living within the limitations of their abilities.

CRITERIA:

1. Correctly identifies situations where self-help by client is possible.
2. Supports client's efforts at self-help.
3. Plans A.D.L. assistance with client.
4. Tactfully offers assistance, when required.

LEARNING TASKS:

1. Discuss growth and development as it relates to independence.
2. Recall means of organizing personal assistance routines with client (see E.16).
3. Discuss common conditions of clients requiring assistance with A.D.L., e.g., blind, deaf, hearing impaired, C.V.A., arthritis, chronic brain syndrome, mental handicap, etc. (see C.1).
4. Demonstrate tactful ways of encouraging self-help (see D.8).
5. Describe community resources and services available, e.g., C.N.I.B., life skills.
6. Discuss means of assisting mentally handicapped with A.D.L.
7. Discuss use of adaptive devices, e.g., non-skid plate, rocker knives, elastic shoe laces.

SKILL: G.9 ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES

OBJECTIVE: The learner will provide opportunities for the client to participate in diversional and recreational activities within the limitations of his/her ability.

CRITERIA:

1. Identifies client's need for recreation and diversion correctly.
2. Determines client's capabilities regarding mobility, vision, hearing, mental alertness.
3. Consults client history, asks client and family regarding client's preferred activities.
4. Assists client to select appropriate activities.
5. Supports client's participation.
6. Assists client to be ready on time.

LEARNING TASKS:

1. Discuss growth and development as it relates to recreation, diversion and need for socialization.
2. Define goals of recreation and diversional activities and programs.
3. Discuss means of determining capabilities of client, e.g., mobility, vision, hearing, mental alertness.
4. Discuss means of determining preferences of client, e.g., history, asking client, asking family.
5. Discuss types of activities available in various communities, e.g., shopping, bowling, swimming, crafts, bridge, etc.

G.9 CONT'D

SKILL: G.9 ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES (CONT'D)

6. Identify resource personnel for activation programs, e.g., physiotherapists, occupational therapists, volunteers.
7. Discuss agency policies as they relate to client participation in recreational and diversional activities.
8. Demonstrate procedure for accompanying individual on a planned outing, e.g., preparation for adult day care.

HOMEMAKER TRAINING PROGRAM

SKILL: G.10 RESPOND TO CLIENT'S REQUEST FOR RELIGIOUS ACTIVITIES

OBJECTIVE: The learner will respect the client's requests for religious activity.

CRITERIA:

1. Acknowledges client's religious requests.
2. Takes appropriate action, e.g., provides privacy, assists client to prepare for and attend religious services.
3. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Identify common practices of local religious groups.
2. Describe circumstances in which religion may be significant, e.g., birth, death, illness, diet, daily routine, etc.
3. Discuss ethical issues related to religious requests.
4. Demonstrate appropriate responses to religious requests, e.g., provide privacy, when desired, assist individual to prepare for and attend religious services, use of volunteers.
5. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: G.11 OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT

OBJECTIVE:

1. The learner will observe and report changes in activity and behaviour patterns of the client and will correctly recognize and report signs of pain and discomfort.
2. The learner will respond appropriately to pain and discomfort of the client.

CRITERIA:

1. Recognizes correctly changes in activity and behaviour patterns.
2. Identifies correctly signs of pain and discomfort.
3. Determines location, type and amount of discomfort or pain.
4. Applies simple and direct comfort measures according to own role limitations:

   - immobilizes painful part
   - decreases activity
   - provides rest and support
   - applies heat or cold

5. Obtains further aid as necessary.
6. Follows procedures for reporting significant observations.

LEARNING TASKS:

1. State factors which may cause changes in activity and behaviour patterns, e.g., pain, discomfort, depression, fear, stress, fatigue, etc.
2. Describe common signs of pain or discomfort, e.g., change in activity and behaviour pattern, verbal complaints of client, non-verbal expressions, i.e. wincing, guarding, perspiring, depression, etc.

G.11 CONT'D

SKILL: G.11 OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT (CONT'D)

3. Describe pain in terms of quality, location, type, duration, accompanying symptoms.

4. Define referred pain, chronic pain
   analgesia, acute pain
   pain tolerance

5. Identify factors which may interfere with accurate identification of pain and discomfort, e.g., cultural differences, attitude of client, client's reluctance, aphasia, confused client, fear of hospitalization.

6. Discuss chronic pain and emotional pain as it relates to the elderly and handicapped.

7. Demonstrate simple and direct comfort measures to assist in relieving effects of pain, e.g., immobilize painful part, decrease activity, rest, support, attentive listening, application of heat or cold, etc.

8. Discuss use of over-the-counter medications for the treatment of pain.

9. State sources of further assistance.

10. Demonstrate appropriate documentation of pain (see E.19).

SKILL: G.12 ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY

OBJECTIVE: The learner will assist in attempts to comfort and support the dying person and his family within own personal and role limitations.

CRITERIA:

1. Provides comfort and hygiene measures.
2. Provides opportunities for client and family to express feelings.
3. Listens attentively to client and family.
4. Provides privacy as necessary.

LEARNING TASKS:

1. Describe the needs of the dying client, e.g., comfort, cleanliness, safety, emotional support, etc.
2. Discuss means of providing a comfortable environment, e.g., room lighted and aired, familiar and significant objects in view.
3. Describe the emotional needs of the family of the dying client, e.g., support, communication, etc.
4. Describe grief and the grieving process.
5. Describe stages the dying person may experience.
6. Describe the signs and care implications of approaching death, e.g., staring and fixed eyes, mottling of skin, changes in vital signs, Cheyne-Stokes respirations.
7. Demonstrate means of assisting to meet needs of dying client and family, e.g., privacy, thoughtful care, time to listen.

G.12 CONT'D

SKILL: G.12 ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY (CONT'D)

8. Discuss role of religious beliefs in the care of the dying client and his family.
9. Discuss legal/ethical aspects of care of the dying.
10. Describe the Hospice Movement and other community services.

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Ministry of Education

POST-SECONDARY DEPARTMENT

A GRADUATE OF THE PROVINCIAL HOMEMAKER TRAINING PROGRAM W

PREPARE AND SERVE NUTRITIOUS MEALS	CONTRIBUTE TO A POSITIVE MEALTIME ENVIRONMENT	ASSIST CLIENT WITH FOOD SELECTION	PREPARE CLIENT FOR MEALS
	PLAN MEALS TO MEET BASIC FOOD REQUIREMENTS, GIVING CONSIDERATION TO PERSONAL AND CULTURAL PREFERENCES	ORGANIZE SHOPPING, COOKING, SERVING AND CLEAN-UP ACTIVITIES EFFECTIVELY	PURCHASE FOODS SELECTIVE (e.g., BUDGET, NUTRITION)
PROMOTE HOUSEHOLD SAFETY AND CLEANLINESS	FOLLOW SANITARY PRACTICES	ORGANIZE CLEANING AND MAINTENANCE ACTIVITIES EFFICIENTLY	PROMOTE VENTILATION, LIGHT, HUMIDIT AND WARMTH
	PLAN HOUSEKEEPING ROUTINE WITH CLIENT	ARRANGE OWN WORK ENVIRONMENT	ASSIST CLIENT TO TIDY AND DUST AS APPROPRIATE
PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING	DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L.	ASSIST CLIENT WITH PERSONAL GROOMING, e.g., HAIR, SHAVING, DRESSING	ASSIST CLIENT WITH ORAL HYGIENE, INCLUDING DENTU

PROVINCIAL HOMEMAKER TRAINING PROGRAM

SKILL PROFILE CHART

L BE ABLE TO PROMOTE CLIENT INDEPENDENCE WHILE DEMONSTRATING THE FOLLOWING SKILLS:

	ASSIST WITH MEAL SERVICE	HELP CLIENT TO EAT	ENCOURAGE APPROPRIATE FLUID INTAKE AND NUTRITION	SERVE NOURISHMENTS AND PRESCRIBED FOOD SUPPLEMENTS	ASSIST IN MAINTAINING DIETARY OR FLUID RESTRICTIONS
Y	SELECT AND FOLLOW SIMPLE RECIPES	PREPARE SPECIAL DIETS FROM WRITTEN INSTRUCTIONS	PREPARE INFANT FORMULA FROM WRITTEN INSTRUCTIONS	OPERATE AND CARE FOR COMMON KITCHEN APPLIANCES	
	MAKE AND STRAIGHTEN BEDS	LAUNDER AND CARE FOR CLOTHES AND HOUSEHOLD LINEN	USE COMMON CLEANING APLIANCES AND SUPPLIES	CONSERVE SUPPLIES	USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc., SAFELY
	ARRANGE FURNISHINGS FOR CLIENT'S CONVENIENCE AND SAFETY	CLEAN FLOORS	CLEAN BATHROOM AND KITCHEN	CLEAN WINDOWS, CUPBOARDS AND MAJOR APPLIANCES	CARE FOR FURNISHINGS
ES	ASSIST CLIENT TO BATHE, e.g., TUB, SHOWER	GIVE COMPLETE BED BATH	PROVIDE INFANT CARE, e.g., BATHE, CHANGE	PROVIDE PERINEAL AND CATHETER CARE FOR CLEANLINESS	PROVIDE CARE TO MAINTAIN HEALTHY SKIN

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Ministry of Education
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OBSERVE AND RECORD/REPORT FOOD INTAKE	ASSIST WITH MEAL CLEAN-UP	DEMONSTRATE PROPER FOOD HANDLING AND STORAGE PROCEDURES	ASSIST THE CLIENT TO COOK
DISPOSE OF GARBAGE AND REFUSE	TAKE APPROPRIATE PRECAUTIONS TO PREVENT FIRE AND ACCIDENTS	IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT	ASSIST TO MAINTAIN A SAFE ENVIRONMENT FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS
ASSIST WITH CARE OF FEET AND NAILS	ENCOURAGE FUNCTIONAL MOVEMENTS FOR A.D.L.	USE CORRECT LIFTING AND TRANSFER TECHNIQUES	PROVIDE ASSISTANCE IN POSITIONING CLIENT IN BED OR CHAIR

	ASSIST CLIENT TO WALK, SIT OR STAND	ASSIST WITH THE USE OF WALKING DEVICES AND WHEELCHAIRS	TRANSPORT CLIENT BY WHEELCHAIR OR STRETCHER
COMMUNICATE WITH CLIENT, FAMILY AND OTHERS	INTRODUCE SELF AND EXPLAIN ROLE	OBSERVE COMMON COURTESIES	SPEAK IN A MANNER TO BE READILY UNDERSTOOD (e.g., VOCABULARY, DICTION, VOLUME)
	RECOGNIZE AND RESPOND APPROPRIATELY TO CLIENT'S SEXUAL IDENTITY	ADAPT COMMUNICATION FOR CLIENTS WITH SPECIAL NEEDS (e.g., VISION, HEARING, etc.)	USE TOUCH TO COMMUNICATE CARE AND CONCERN
WORK RESPONSIBLY	MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES	MAINTAIN APPROPRIATE GROOMING AND APPEARANCE	PRACTISE BODY MECHANICS
	AFFIRM CLIENT'S CONSENT BEFORE CARRYING OUT CARE	GIVE PRIORITY TO THE WELFARE OF THE CLIENT	APPLY PROBLEM SOLVING PROCESS
HANDLE EMERGENCY SITUATIONS	APPLY GENERAL FIRST AID PROCEDURES (e.g., REST, WARMTH, RE-ASSURANCE, GET MEDICAL HELP)	ATTEND TO AND REPORT MINOR INJURIES	ASSIST A PERSON WHO IS CHOKING
PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS	DESCRIBE EACH STAGE OF GROWTH AND DEVELOPMENT	DESCRIBE BASIC HUMAN NEEDS	DESCRIBE EFFECTS OF STRESS ON HUMAN BEHAVIOUR

	USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS	ASSIST CLIENT WHO IS RESPONSIBLE FOR OWN PROSTHESIS	ASSIST CLIENT WITH TOILETTING, e.g., BEDPANS, URINALS, COMMODES	TEST URINE FOR DIABETICS	MEASURE URINE
g., E)	USE WRITING SKILLS AS NECESSARY	LISTEN TO AND RESPECT CLIENT'S WISHES AND CONCERNS	CONVERSE WITH CLIENT(S) AND OTHERS IN A FRIENDLY, APPROPRIATE MANNER	RESPOND APPROPRIATELY TO PERSONAL REQUESTS	MAKE SUGGESTIONS TACTFULLY
RN	ASSIST WITH ATTEMPTS TO DEAL WITH CLIENT DISORIENTATION	RESPECT RIGHTS, NEEDS AND INTERESTS OF THE FAMILY	BECOME ACQUAINTED WITH FAMILY MEMBERS	ENCOURAGE FAMILY PARTICIPATION IN ACTIVITIES AND CARE	DEMONSTRATE JOB-FINDING SKILLS
CS	PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY	FOLLOW POLICIES AND PROCEDURES ACCURATELY	DEMONSTRATE PUNCTUALITY, DEPENDABILITY AND INTEGRITY	MAINTAIN CONFIDENTIALITY	REPORT QUESTIONABLE PRACTICES
NG	ORGANIZE PERSONAL ASSISTANCE ROUTINES WITH CLIENT	WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS	REPORT TO AND CONSULT WITH SUPERVISOR APPROPRIATELY	REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS	RESPECT CLIENT'S PERSONAL BELONGINGS AND ENVIRONMENT
	ASSIST A PERSON WHO IS VOMITING	ASSIST A PERSON WHO IS CONVULSING	CONTROL EXTERNAL BLEEDING	ASSIST THE INDIVIDUAL WHO IS EXPERIENCING SYMPTOMS OF COMMON MALADIES, e.g., COLD, FLU, etc.	COPE WITH UNANTICIPATED OCCURENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES
TS UR	DESCRIBE FAMILY'S ROLE IN GROWTH AND DEVELOPMENT	IDENTIFY PREVALENT DYSFUNCTIONAL FAMILY PATTERNS	DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES	IDENTIFY NATURE OF GOVERNMENT AND VOLUNTARY HEALTH AND SOCIAL SERVICE SYSTEMS IN B.C.	ASSIST CLIENTS WHO HAVE DISABILITIES WITH A.D.L., e.g., BLIND, DEAF

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TAKE AND RECORD TEMPERATURES: ORAL, RECTAL AND AXILLA	ASSIST CLIENT WHO IS RESPONSIBLE FOR OWN MEDICATIONS	CARE FOR THE DECEASED CLIENT AND HIS ENVIRONMENT	
SUPPORT CLIENT'S ACHIEVEMENTS, STRENGTHS AND INDEPENDENCE	INVOLVE CLIENT IN DECISION-MAKING, PLANNING AND ACTIVITIES	RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR	RESPECT RIGHTS AND DIGNITY OF CLIENT
OBSERVE ETHICAL AND LEGAL RESPONSIBILITIES	FOLLOW INSTRUCTIONS AND DIRECTIONS	USE COMMUNICATION DEVICES APPROPRIATELY	SEEK INFORMATION ABOUT CLIENT BEFORE PROCEEDING WITH CARE
MAINTAIN SECURITY (e.g., REPORTING STRANGERS, PROTECTING VALUABLES, etc.)	RECOGNIZE NEED FOR ONGOING DEVELOPMENT		
OPERATE FIRE EXTINGUISHERS	SUMMON APPROPRIATE ASSISTANCE		
ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES	RESPOND TO CLIENT'S REQUEST FOR RELIGIOUS ACTIVITIES	OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT	ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY

PROVINCIAL HOMEMAKER TRAINING PROGRAM

Role of the Homemaker:

A trained Homemaker helps people maintain their maximum independence in their own homes through a combination of performing and demonstrating practical home management and personal assistance skills.
The Homemaker should appreciate the importance of this helping role and exhibit pride and dignity in working with clients and with other members of the community care team.

Goal of Homemaker Training:

The goal of the Homemaker Program is to prepare a graduate who will be competent and confident in performing specified skills* and who will have a background knowledge at the level of an "informed consumer."
The backgound knowledge necessary to care for clients and families and perform the designated skills will include:

- individual and family growth and development patterns and expectations for all age groups
- basic needs
- human body structure and functions
- an introduction to the health and social service systems, to relevant government and voluntary agencies, and to workers/professionals
- an introduction to health problems commonly encountered by the Homemaker

Clients with whom the Homemaker graduate will be prepared to work on *initial* employment may include:

- clients ranging in age from infancy to advanced age;
- clients requiring minimal personal assistance; or, clients requiring more assistance with personal functions, only after individual instruction and direction from an appropriate professional involved with the individual receiving care
- clients who have common health problems and disabilities and whose health status is slowly deteriorating, stable, or improving

A graduate of this program, while having basic skills, will require experience, and possibly specialized training, to be competent in home situations where the client or family has complicated physical, social, psychological problems or other special needs.

*The skills are specified on the Skill Profile Chart on the reverse. These skills were discussed with Homemaker Agencies and Associations, community colleges, and representatives of the Ministry of Health, Education and Human Resources and revised in November 1982.

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THE DACUM APPROACH

DACUM is a systematic model of program development used in designing career, technical and vocational training programs. The first step in the process is to establish the skills expected of a graduate entering employment. These skills are generally specified by a representative employer group in a workshop conducted by program development specialists. The product of this activity is a skill profile chart. This chart is then circulated both to the participants and to a number of other employers for review prior to further development.

The next step is to specify learner-centred performance objectives. These include not only the skills a learner must demonstrate but also the conditions under which the skill is to be performed and the criteria used to determine the acceptable standard of performance.

Once the performance objectives have been set, there are three important steps to complete the development process. These are generally undertaken by an instructor or group of instructors, in the following order:

1) Appropriate evaluation instruments are chosen or created to assess student capability in relation to the specific objectives of the program.

2) A variety of suitable instructional techniques and learning experiences are chosen to facilitate learning of the skills and knowledge required to meet the objectives.

3) Instructional resources (texts, films, models, and other learning aids) are selected or created.

READING THE SKILL PROFILE CHART

A skill profile chart (often referred to as a DACUM Chart), is a graphic representation of the essential skills expected of a student graduating from a specific career, vocational or technical program.

Broad areas of employee responsibility are shown in the boxes on the left of the chart. These are called "general areas of competence." The tasks or skills related to each are sequenced along the horizontal track to the right of the general area of competence.

FOR FURTHER INFORMATION

Please contact: Curriculum Development Branch
Post-Secondary Department
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4
Telephone: (604) 387-4611